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ABSTRACT

This volume of proceedings of the Mid-South Educational Research Association's 23rd annual meeting contains abstracts of discussion sessions, display sessions, symposia, and training sessions. Over 320 abstracts and annotations are included, for sessions that cover the whole range of educational research. Assessment and measurement, educational improvement, educational change, school restructuring, and issues of culture, gender, and ethics are explored at elementary, secondary, and higher education levels, as well as for teacher education. Curriculum development and subject content are the focus of several presentations. (SLD)

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Mid-South Educational Research Association

PROCEEDINGS

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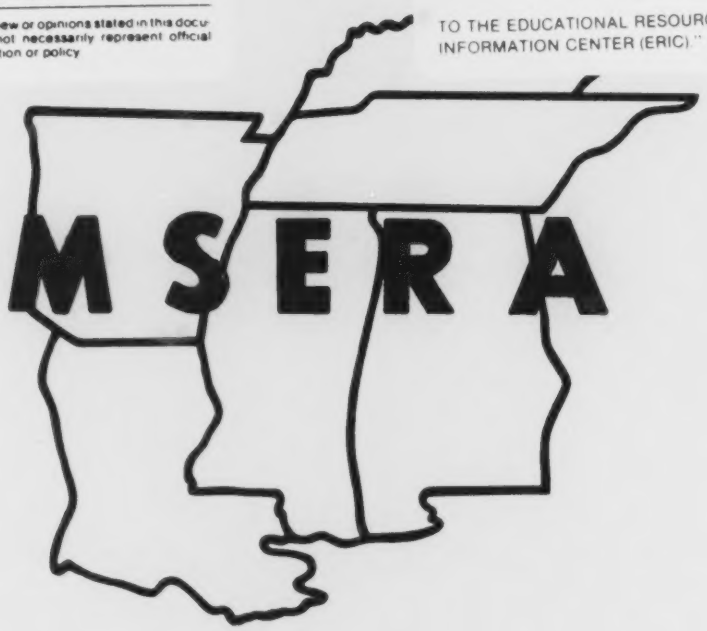

Twenty-Third Annual Meeting

Nashville, Tennessee

November 9-11, 1994

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PROCEEDINGS OF THE
TWENTY-THIRD ANNUAL MEETING
OF THE
MID-SOUTH EDUCATIONAL RESEARCH ASSOCIATION

CONTAINING THE ABSTRACTS OF DISCUSSION SESSIONS, DISPLAY SESSIONS, SYMPOSIA, AND TRAINING SESSIONS

JOHN R. PETRY, EDITOR
HERBERT L. MCCREE, ASSISTANT EDITOR
LORRAINE ALLEN
ELIZABETH WELCH

NOVEMBER 9-11, 1994
NASHVILLE, TENNESSEE

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1994

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MSERA SESSIONS ARE OPEN ONLY TO MSERA MEMBERS WHO ARE REGISTERED AT THE ANNUAL MEETING. BADGES SHOULD BE WORN TO ALL SESSIONS TO ENSURE ADMISSION.

The Mid-South Educational Research Association was organized on March 20, 1972, on the campus of The University of Mississippi. It is a non-profit organization whose purpose is to encourage quality educational research in the mid-south and to promote in the schools the application of the results of quality educational research. Any person who supports the purpose of the Association is eligible to join the Association.

ACKNOWLEDGEMENTS

The hallmark of this organization has been and continues to be the dedication and contributions of its membership. There is an atmosphere of enthusiasm in accomplishing the tasks necessary to conduct the annual meeting as well as support and encouragement for the presenters. I believe these characteristics make and will keep this organization unique.

I am most grateful for the large number of individuals who have so generously given of their time during this year. I know that it is not easy to make time for organizational responsibilities, but the business of this organization could not continue without you.

There are many people I want to thank for their guidance, support and assistance. I will list a few of them here but there are many others deserving of recognition. Rob Kennedy, Immediate Past President, has liberally provided support and guidance throughout the past year. His perseverance as Chair of the Nominations Committee has resulted in an excellent slate of candidates. Glennelle Halpin, President–Elect, has willingly provided assistance and carried out the responsibilities of the Distinguished Awards Selection with her usual competence; Cliff Hofwolt has been most dedicated in managing the Local Arrangements to provide us a great annual meeting; Bea Baldwin, Chair of the Program Committee, has managed this daunting task efficiently, diligently, and amiably. Judy Boser continues her service to the organization in her new role as Executive Secretary and has been a great source of help and advice. Joan Butler continues her outstanding performance as Secretary–Treasurer, and John Petry is once again providing the excellent production of the Proceedings. Diane Greene has capably assumed the editing of the Researcher and has given it an attractive new look. James McLean deserves accolades for Research in the Schools and the exceptional quality of the first issue.

I would also like to express my appreciation to the Universities who have provided support for our publications, local arrangements, the Joint Universities Reception, and other activities of our members. Organizational responsibilities require time and resources that must be underwritten by the universities, and I am grateful for their continued assistance. In particular, I want to thank the administration and my colleagues at Louisiana State University School of Dentistry for the support I have received in carrying out my duties as an officer in MSERA.

I am proud to be a member of this organization and to have had the privilege and honor of serving as President.

Diana Lancaster
MSERA President, 1994

1994 MSERA ANNUAL MEETING

REGAL MAXWELL HOUSE

Program Highlights

TUESDAY, NOVEMBER 8, 1994

3:00 p.m. - 6:00 p.m.	Board Meeting, Forum
7:30 p.m. - 9:00 p.m.	Board Dinner, Embassy West

WEDNESDAY, NOVEMBER 9, 1994

7:30 a.m. - 5:00 p.m.	Registration, Promenade
8:00 a.m. - 8:50 a.m.	Breakfast for New Members and Graduate Students, Overton Board Room (2nd Floor)
12:00 p.m. - 1:30 p.m.	MSER Foundation Luncheon, Overton Board Room (2nd Floor)
5:30 p.m. - 6:30 p.m.	Keynote Address, Grand Ballroom West
6:30 p.m. 7:30 p.m.	President's Reception, Grand Ballroom East

THURSDAY, NOVEMBER 10, 1994

7:30 a.m. - 5:00 p.m.	Registration, Promenade
7:30 a.m. 8:45 a.m.	MSERA and MSER Foundation Board of Directors Breakfast, Crown Court
7:30 a.m. - 8:45 a.m.	Breakfast for New Members and Graduate Students, Overton Board Room (2nd Floor)
5:15 p.m. - 6:15 p.m.	Business Meeting, Grand Ballroom West
6:30 p.m. - 8:00 p.m.	Joint Universities Reception, Grand Ballroom East

FRIDAY, NOVEMBER 11, 1994

7:30 a.m. - 11:00 a.m.	Registration, Promenade
7:30 a.m.- -8:45 a.m.	Breakfast for Former Presidents, Crown Court

JOINT UNIVERSITIES RECEPTION

The Colleges of Education of the following universities have contributed to the cost of the Joint Universities Reception:

Arkansas State University
Auburn University
East Tennessee State University
Jackson State University
Mississippi State University
(College of Education and
Curriculum and Instruction)
Northeastern Louisiana University
Southeastern Louisiana University
University of Alabama
University of Alabama-Birmingham
University of Memphis
University of Montevallo
University of Southern Mississippi
University of Tennessee
Western Kentucky University

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ABSTRACTS OF DISCUSSION SESSIONS, DISPLAY SESSIONS, SYMPOSIA, AND TRAINING SESSIONS

WEDNESDAY, NOVEMBER 9, 1994

8:00 a.m. - 8:50 a.m. AT-RISK STUDENTS (Discussion)..... Polk

Presider: John D. Light, University of North Alabama

Presenters: "THE EFFECTIVENESS OF A HOLISTIC-ARTS INTERVENTION FOR CHANGING THE SELF-CONCEPT OF AT-RISK ELEMENTARY SCHOOL CHILDREN"

Patricia Ann Thompson, The University of Alabama

This study's problem was to determine if a holistic-arts approach is a viable mode of intervention for strengthening at-risk children's self-concepts. The approach centered around four guidelines: self-concept is a multi-source totality, true change in self-concept can occur only holistically, self-concept change must be dynamically regulated from within, and external manifestations of self-concept requires situational authenticity.

The intervention manipulates state, action, and self-reflection aspects of 39 at-risk subjects' self-concepts. The state orientation phase aims at a more positive self-schema, the action orientation phase involves a role-playing script enactment, and the self-reflection orientation phase integrates previous phases with subjects' current and future aspects of their real lives.

Data collection involved the Piers-Harris Children's Self-Concept Scale and teacher/parental questionnaires. Quantitative analysis utilized a dependent t-test and a 2x2 MANOVA repeated measures analysis. Results suggested a significant difference of the two groups. The control group performed better at pretreatment, but only the experimental group improved at posttreatment in total self-concept and anxiety scores. Qualitative analysis presented five case studies indicating self-concept changes.

The effectiveness of the intervention implies the need for holistic-arts interventions.

"COMPACTED APPROACH TO READING INSTRUCTION (CAR)"

Cynthia M. Gettys, The University of Tennessee, and Kathleen Conner, Theresa Crabtree, and Kim Anderson, East Brainerd (TN) Elementary School

Ten percent of one school's population had been identified as failing to learn how to read by the end of the second grade. A review of research was conducted, project particulars were defined, and the CAR (Compacted Approach to Reading) program was developed. CAR is an innovative, short-term, early intervention program that was developed and put in place during the 1993-94 school year by an urban principal, two special education teachers, and a university collaborator.

The main objective of the CAR program was to help at-risk students "recover" from reading difficulties, and thus later avoid placement in special education classes. An assumption of the program was that identification and correction of reading miscues at an early age would enable students to overcome their weaknesses and function independently in their regular classrooms, avoiding special education services altogether.

Twenty-eight first- and second-grade students participated in the CAR program during the first year. Research findings clearly demonstrated that students who just need a "jump start" were able to quickly recover to the point of rejoining their peers at the middle of their class after 15 weeks or less of intervention. The greatest statistical gains were made by the first-grade students.

"AN ANALYSIS OF THE A-PRIORI READING INTERVENTION APPROACH COMPARED TO TRADITIONAL INTERVENTION"

William A. Rieck, University of Southwestern Louisiana; Beverly G. Cormier, Vermilion Parish (LA) Schools; and Dolores Thibodeaux, St. Landry Parish (LA) Schools

The purpose of the study was to compare the effectiveness of the A-Priori reading intervention approach developed by the Dallas Independent School District with the traditional methods employed in two school districts within the district's remedial reading program.

A total of 531 second- through fourth-grade students were involved in the two parish studies. The reading score on the California Achievement Test (CAT) was used to measure the growth of students in the experimental (A-Priori) group compared to the control (traditional) group. All scores on the CAT were compared to the control (traditional) group. All scores on the CAT were converted to Normal Curve Equivalent Scores (NCE). The mean growth from two successive CAT experiences was then subjected to a two-tailed t-test to determined significance. In each parish the results indicated $p>.05$, thus showing a lack of significant difference between the two intervention strategies.

The A-Priori approach had been embraced as superior by both districts until the results indicated that the approach was neither superior, or inferior, to other approaches. However, because teachers considered the A-Priori method more interesting and, since it was not inferior to the traditional approach, there was no reason not to utilize A-Priori.

"PERSPECTIVE TRANSFORMATION OF INTENDED TEACHERS AT DIFFERENT LIFE STAGES WHO PARTICIPATE IN A TUTORING PROGRAM FOR AT-RISK STUDENTS"

Sharon H. Harwell, The University of Alabama-Huntsville

The purpose of this study was to discover intended teachers' views of teaching and explore their personal constructs of the "teacher self" over the course of their participation in a tutoring program for at-risk students. The construct of "teacher self" was ascertained through self-reflection journals focusing on three open-ended statements: "The teacher I am . . .," The teacher I fear to be . . .," and "The teacher I hope to be . . . ." The Tennessee Self-Concept Scale measured self-concept, while Loevinger's Sentence Completion Test ascertained stages of ego development for this sample of 16.

Journals were analyzed to uncover recurrent themes and document insights about the three constructs of "teacher self." Aggregate ego development TPR's for these intended teachers fell within the Self-Aware and Conscientious levels. Pretest and posttest comparison of self-concept mean scores showed no significant difference ($p<.05$).

Results revealed that intended teachers at all life stages experience similar perspective transformation in their perceived role of teacher as a direct result of the hands-on teaching experience of tutoring at-risk students. At-risk students received numerous benefits. Implications from colleges and universities to actively encourage and enable intentional developmental change in students were discussed. The merits of university/school collaboration were also emphasized.

8:00 a.m. - 8:50 a.m. **COLLABORATIVE RESEARCH IN THE SCHOOLS: PERSPECTIVES AND APPLICATIONS (Symposium) ..... Jackson**

Organizer: E. Dean Butler, The University of Memphis

Discussant: Jeffrey Gorrell, Auburn University

Presenters: "OVERVIEW"

This symposium consists of an introduction, a presentation of three collaborative research applications utilized within one policy research center, and a critique and discussion that highlights collaborative research's implications for education and its influence on emerging research agendas. The symposium examines how one center's research agenda sought to modify traditional academic inquiry hierarchies through its focus on schools' cultural and political processes, packaging of ideas and data for use within school contexts, creation of networks to overcome institutional boundaries, and exchange of timely information for use in school improvement.

General study of education includes both theory-based and empirical studies. In the introduction to the symposium, a rationale is be presented for educational studies' shift away from universal, context-free, hierarchical forms of knowledge, toward more contingent, situational, locally adaptable frames of reference in the design, implementation, and reporting of school-based intervention inquiries. Collaborative research is discussed in terms of its ability to fundamentally reorient researchers', practitioners', policymakers', and the public's understanding of the relationship between educational policy and practices.

"SYSTEMIC REFORM OF URBAN SCHOOLS: A PARTNERSHIP STRATEGY"
George W. Etheridge, The University of Memphis, and Brenda Kistner, Memphis (TN) City Schools

This is an overview of a ten-year plan for achieving systemic reform in urban schools. Findings of the plan's first year of implementation are summarized. Focus is on strategies designed to enhance understanding of partnership elements that worked in various contexts and that positively impacted the organization of schools, teacher development, and student learning.

"SCHOOL IMPROVEMENT AND THE PROFESSIONAL DEVELOPMENT SCHOOL MODEL"
Vivian G. Morris, The University of Memphis, and Lirah Sabir, Memphis City (TN) Schools

Two years of school improvement efforts utilizing university/school partnerships grounded on a Professional Development School model are summarized. Assessment of changes of university faculty and school personnel, strategies of technical assistance, knowledge dissemination, program development, and impact of school improvement plans are highlighted.

"ASSESSMENT OF A SCHOOL-BASED IMPLEMENTATION"
Rebecca Wasson, The University of Memphis, and Melanie Suriani, Memphis City (TN) Schools

The third presentation describes plans and first-year results of a school-based implementation that sought to engage local initiatives constructively in developing ethical understandings, literacy, and multicultural awareness of students. Inquiry strategies presented include participant observations of classrooms, focus-group interviews, assessment of teacher and student perceptions, and development of comprehensive quantitative data sets appropriate for determining short- and long-term changes in students, teachers, and the culture of the school.

8:00 a.m. - 8:50 a.m. **GRADUATE EDUCATION (Discussion).....Forum West**

Presider: David Bell, Arkansas Technical University

Presenters:

"BETWEEN AND WITHIN ETHNICITY COMPARISONS OF GRADUATE ADMISSIONS TESTS"

J. Reid Jones and John G. Thornell, Delta State University

The purposes of this study were to determine the equity of traditional graduate admissions tests at a rural, southeastern university and to investigate alternatives to the use of these test scores.

Usable records were obtained on 223 graduate students in the schools of Arts and Sciences, Business, and Education. Data included ethnicity, gender, hours attempted, hours passed, admissions tests, and graduate GPA. Test scores included the GRE, the NTE, the GMAT, and the MAT.

Results of correlational analysis were compared for African-American (N=47) and white students (N=176). White students averaged significantly higher on admissions tests ($p<.01$), although graduate GPAs were not significantly different among the groups. The GMAT (Management) and the GRE-Quantitative tests were significantly associated with GPA for both groups. Two alternative approaches were found to eliminate some of the inequity introduced by traditional admissions tests: a combination of undergraduate GPA and admissions test scores, and a converting of admissions test scores to z-scores within each ethnic group.

The service area of this rural university includes the highest African-American population percentage in the United States. The study suggests new and more equitable means to meet the needs of those students.

"VARIANCE IN PRETEST/POSTTEST SCORES OF DIVERSIFIED POSTBACCALAUREATES ENROLLED IN AN ADVANCED GRADUATE METHODS COURSE"

Jerry B. Gee, Nicholls State University

All 15 states of the Southern Regional Education Board presently have alternative certification programs. During the 1993 spring semester, alternative certification postbaccalaureate students comprised 43% of the total graduate enrollment at Nicholls State University, and currently comprise 69% of the total enrollment in the graduate "Advanced Methods Class in Teaching Secondary School Subjects."

A belief among teacher educators is that different undergraduate academic backgrounds may be a factor resulting in a variation of student entry levels and rates of matriculation. The purposes of this study were to determine significant strengths and weaknesses regarding academic gain in three areas of course content by graduate students enrolled in an advanced graduate methods class and to determine levels of variance in pretest/posttest scores of these students groups according to alternative and education graduate classifications.

Responses of the graduate students to pretest and posttest questions indicated no significant variance at the .05 level between the two groups in any of the three areas of course content. A gain in acquisition of course content by both groups of graduate students appeared to be significant.

"PRINCIPALS' PERCEPTIONS OF ALTERNATE ROUTE VERSUS REGULARLY CERTIFIED TEACHERS"

Linda T. Jones and Rebecca E. Hendrix, Mississippi State University

The history, purpose, and current status of alternate-route certification was investigated. Focused interviews were conducted to elicit the opinions of secondary public school

principals in Mississippi concerning alternate-route versus regularly certified teachers. Principals were asked to compare alternate-route teachers to regularly certified teachers in four areas: classroom management, teaching methods, student discipline, and overall success. Overall, the results favored regularly certified teachers over alternate-route teachers, especially in the area of teaching methods that yielded statistically significant differences between the two groups. The results indicated the importance of the teaching internship to the beginning teacher. A high percentage of principals consider regularly certified applicants first when hiring teachers. Several issues were unresolved and warrant further study.

"COMPARISON OF EDUCATIONAL PHILOSOPHIES PROFESSED AND METHODS PRACTICED BY STUDENTS IN A GRADUATE-LEVEL EDUCATIONAL PSYCHOLOGY COURSE"

David Hartmann and Martha Grace, Tennessee State University

The authors, both graduate students, are concerned that fellow students in their university program may not be matching their educational philosophies with appropriate methods in classroom presentations. The purpose of this study was to determine the consistency between a sample group's philosophies and methods practiced. The subjects were students in a graduate-level educational psychology class. Field notes were taken of minutes per method category as students made their required presentations. The method categories were didactic, Socratic, inquiry, and discovery. A survey of educational philosophies was administered. The philosophy categories were essentialism, perennialism, progressivism, and existentialism.

The minutes per method and educational philosophies were summed to provide a class-method profile and philosophy profile. A comparison was then made between the two profiles to determine the consistency. A strong inconsistency was found. While 53% of the class was either progressive or existential, only 5% of presentation time involved either inquiry or discovery methods. While a minority of 47% of the class was either essential or perrenial, 95% of presentation time involved either didactic or Socratic methods.

Implications may be that students in this teacher education program are not practicing what they preach. The concern of these two authors is that this may be tantamount to hypocrisy.

8:00 a.m. - 8:50 a.m. **CURRICULUM K-8 (Discussion).....Forum East**

Presider: Robert Calvery, Southside (AR) School District

Presenters: "AN ANALYSIS OF EIGHTH-GRADERS' PERFORMANCE ON STANDARDIZED MATHEMATICS TESTS"

Joseph A. Meyinsse and Abbas Tashakkori, Louisiana State University

The main objective of the study was to show whether eighth-graders' performance on standardized mathematics tests could be predicted from a variety of variables. These predictors included the students' race/ethnicity, attitudes toward mathematics, students' time spent on homework, students' socioeconomic characteristics, whether parents helped with homework assignments, students' perceptions of their teachers, reported school climate, and the availability of remedial mathematics. Data came from the base year of the National Education Longitudinal Study of Eighth-Graders. A sample of 9,000 students was selected from the large data set.

Multiple regression analysis was used to "predict" the math scores from these variables. As expected, the socioeconomic indicator was the best predictor of math performance. However, after controlling for the variation in SES and race/ethnicity, a number of variables

contributed significantly to the variation in math performance as well. Among these was academic climate, the availability of remedial mathematics, how comfortable students were in discussing their personal problems with teachers, and the amount of time spent on homework.

Further, more complex analyses are in progress at this time to identify the best policy-related predictors of math performance. The policy implications of the findings are discussed.

"PERCEPTIONS OF THE FUTURE HELD BY ELEMENTARY SCHOOL CHILDREN: A DESCRIPTIVE ANALYSIS"

Tracey R. Ring, Middle Tennessee State University

The purpose of this study was to provide a descriptive analysis of the perceptions of elementary school children regarding their future. Data were collected from a sample of over 200 children covering grade levels one through five in two different school districts. An interview guide that had been constructed especially for the study served as the primary means of data collection. The instrument yielded information regarding the perceptions that children held along three different dimensions: how children perceived their own personal future, how they perceived changes that might happen within their own communities, and how they perceived changes that might happen globally.

Data from this study were analyzed in the following manner: norms were constructed for each grade level represented, which allowed descriptive comparisons to be made among different age-groups; norms were constructed for both gender and type of school (rural/urban), which allowed descriptive profiles to be developed; and norms were also constructed for selected demographic variables.

Significant differences were observed in the profiles between type of school and selected demographic variables. Differences were also observed between perceptions that children held of their personal future versus the future of the larger world.

"DEVELOPMENT AND EVALUATION OF A STUDY SKILLS PROGRAM"

John R. Slate and Craig H. Jones, Arkansas State University, and Brenda Rodgers, Ridgecrest (AR) High School

Because of an overemphasis on the role of educators, schools have neglected the role of students in the learning process, despite evidence that students' academic skills are an indispensable ingredient of the learning process. Recent research indicates, unfortunately, that students do not have adequate study skills. In this study, assessments of students' study skills were used to develop and evaluate a study-skills program.

Students (n=213) in grades 7 and 8 at a southern high school participated in a study skills program during the fall and spring semesters of the 93/94 school year. Students completed the Study Habits Inventory-High School version four or five times during the study skills program. Feedback regarding students' performance on each assessment was presented directly to students and to the teacher who then directed classroom instruction toward remediating identified weaknesses.

Students' study skills improved from 44% to 58% in the fall semester and from 47% to 58% in the spring semester. The number of characteristic weaknesses dropped from 39 to 16 and from 33 to 13 in the fall and spring semesters, respectively.

Students can be taught appropriate study skills that should enhance their likelihood of being academically successful.

"ASSESSING FOURTH-GRADE SOCIAL STUDIES WITH THE NEW NATIONAL GEOGRAPHY STANDARDS"

Ann Kiick, Laurel (MS) Public Schools; Melvin E. Franks, PREPS, Inc.; and Lucinda H. Rose, Mississippi State University

Geographic literacy has become increasingly important as the United States continues to defend its competitive role in the global economy. The nation's governors and the Bush Administration devised the National Education Goals at an education summit in 1989. One of the core subjects was *Geography for Life: National Geography Standards*. Public policy makers, private-sector leaders, and the public at large want schools to ensure that all students have the opportunity to become informed members of society capable of understanding national and global issues.

Laurel Public Schools and Mississippi State University has taken the challenge of creating a fourth-grade geography assessment patterned after the *Geography Assessment Framework for the 1994 National Assessment of Educational Progress* (NAEP). Performance standards are required in grades 4, 8, and 12 and are assessed in the NAEP nationwide test. This paper presents a discussion of the issues involved in teaching/assessing the five themes of the new Geography Standards and provides a sample of a NAEP-like fourth-grade assessment. It is hoped that this paper will stimulate other teachers and school district personnel to want to learn more about the standards.

8:00 a.m. - 8:50 a.m. **TESTS (Discussion).....International**

Presider: Bobby Franklin, Louisiana Department of Education

Presenters: "RELATIONSHIPS BETWEEN SCORES FROM THE COLLEGE BASE, ACT, PPST, NTE, AND GPA FOR TEACHER-EDUCATION STUDENTS"

Jerry B. Ayers and Betty Vaudt Bispham, Tennessee Technological University

Teacher education students probably complete more standardized tests in college than any other group. Students complete the American College Test (ACT) prior to college admission, the Preprofessional Skills Tests (PPST) during the sophomore year, and the National Teacher Examinations (NTE) and the College BASE (CBASE) at the completion of four years of study. The purpose of this study was to determine the relationships between scores from the ACT, PPST, NTE, CBASE, and GPA for a sample of 269 students who completed the B.S. at Tennessee Technological University with emphasis in teacher education. Test scores and final GPAs were collected from university records. Pearson product moment correlations of the variables indicated significant relationships among the four tests and also with GPA. The ACT and PPST provide information for counseling and guidance of students during their college careers, and the NTE and CBASE provide summative information of the effects of college. However, is there a need for so much standardized testing? The paper explores and questions the use of continual testing throughout a teacher education program.

"A STUDY OF THE WISC-III, CELF-R, ACHIEVEMENT, AND APTITUDE AMONG PUBLIC SCHOOL STUDENTS IN ARKANSAS"

Rhonda L. Tannehill, Arkansas Children's Hospital, and Larry D. Evans, University of Arkansas for Medical Sciences

The purposes of this study were to determine the correlation between the Wechsler Intelligence Scales for Children-III and the Clinical Evaluation of Language Fundamentals-Revised, and determine correlations between aptitude and intelligence and significant differences among intelligence by educational cooperative. Measures of intelligence and language were obtained from a sample of 53 third-grade students from each of the 18 educational cooperatives in Arkansas. Tests were administered during the last three months of the school year. Other information, such as achievement test scores, age, retentions, special education or speech participation, and aptitude scores were obtained from cumulative records. Socioeconomic status was computed using information given by the parents on the consent forms.

A multivariate comparison of intelligence scores by cooperative was not significant ($p<.05$), indicating no significant differences in mean IQ across educational cooperative. A Pearson correlation coefficient was calculated for Full Scale IQ, Verbal IQ, Performance IQ, Receptive Language, Expressive Language, and Total Language. The correlation between the Full Scale IQ and the Total Language Score was significant ($r=.7$). A Pearson correlation coefficient was calculated for the Otis-Lennon Group Abilities Test. The correlation between the Full Scale IQ and the Total SAI was significant ($r=.7$).

The WISC-III, CELF-R, Otis-Lennon, and group achievement tests are commonly used to place children in services such as speech or special services. The significant correlations between the tests are indicative of the validity of their use for placement into services.

"THE NTE SHRINKING SCORE PHENOMENON IN PREDICTION OF A CMEE-MATHEMATICS CUT-SCORE, 1991-1994"

William F. Ferguson and James T. Johnson, University of Southern Mississippi

The purpose of this study was to investigate a phenomenon noticed in the prediction of mathematics (CMEE-Math) scores on the Content Mastery Examinations for Educators by the General Knowledge (NTE-GK) and Communication Skills (NTE-CS) subtests of the National Teacher Examinations during 1991-1994.

Prior research with 1991-92 data-sets established an equation using NTE data for the prediction of the CMEE certification scores of 340. Surprisingly, current research revealed that smaller 1992-1994 NTE scores now predict the 340 mathematics cut-score. Over 100 NTE/CMEE-Math data-sets and numerous interviews with both successful and unsuccessful CMEE candidates strongly suggested the likely explanation.

In the initial year there was a rush of candidates seeking teacher certification through the new alternate route provided by NTE-GK, NTE-CS, and the CMEE. Potential mathematics teachers who were reasonably intelligent and who had histories of "success" on nationally standardized tests flocked to take the CMEE-Math test with continued expectation for success. Contrary to their apparent assumptions, a thorough knowledge of higher mathematics was required, thus thwarting excellent test-takers who lacked that knowledge and yet rewarding slightly lower-scoring NTE examinees who take the CMEE-Math test with a more thorough knowledge of mathematics.

9:00 a.m. - 9:50 a.m. RESEARCH METHODOLOGY (Discussion)..... Polk

Presider: John M. Enger, Arkansas State University

Presenters: "EFFECT OF REDUCING SAMPLE SIZE ON OUTCOMES OF RESEARCH"

Satish Verma and Michael F. Burnett, Louisiana State University

A basic consideration in research is selecting the optimum sample size that achieves a balance between validity of outcomes and practical concerns. Besides practical concerns, such as available resources, that have an influence on sample size decisions, a key consideration is the amount of error the research is willing to tolerate. This can be stated in terms of the level of precision required and the "confidence" desired in the results.

Cochran's sample size formula incorporates these two criteria and the criteria of variability in the population to provide a measure of the needed sample size. Given that lower margins of error require larger sample sizes, this paper attempts to determine if the results of data analysis are different when sample size is reduced to varying levels as determined by Cochran's formula.

The total set of data collected in each of two studies is treated as a population. Cochran's formula is used to determine the needed sample size for each of the acceptable margins of error of 1%, 5%, and 10%. Samples of each of the calculated sample sizes are then randomly drawn from the population, and the statistical analyses that were used in the studies are repeated for each of the samples.

"ARE MISSING VALUES MISSING RANDOMLY IN SURVEY DATA?"

E. Lea Witta, East Tennessee State University

Many missing data studies have simulated data, randomly deleted values, and investigated which method of handling the missing values would most closely approximate the original data. Regression procedures have emerged as the most recommended methods. If the values are missing randomly, these procedures are effective. If, however, the values are not missing randomly, the use of regression procedures to handle missing data is questionable.

The purpose of this study was to determine if values were missing randomly in samples selected from the National Educational Longitudinal Study of 1988. Four sets of variables were selected: two groups of eight variables, average inter-correlation of .2 and .4; two groups of four variables, average interrelation of .2 and .4. All cases containing one or more missing values were selected.

The pattern of missing values for each selected case was determined. It was assumed if values were missing randomly, the proportion of missing values (singlely and combinations) would be equivalent. Chi-square analysis and proportion testing indicated that the proportion of missing values are not equivalent. The missing values are not missing randomly ($p \leq .01$). Implications of the use of regression procedures to handle nonrandomly missing values are discussed.

"EFFECT OF RESPONSE RATE ON RESULTS OF A FOLLOW-UP EMPLOYMENT SURVEY"

Judith A. Boser, The University of Tennessee, and Sheldon B. Clark, Oak Ridge (TN) Institute for Science and Education

Survey researchers have been encouraged to strive for high return rates to ensure that the respondents are representative of the group surveyed. The present study was designed to determine the extent to which the results of an employment survey of former program graduates would have been affected by changes in return rate, such as earlier termination of the survey.

Questionnaires were mailed to 291 individuals completing the teacher preparation program at a major university during the preceding year. A major purpose of the survey was to determine current employment of the graduates. The questionnaire contained 42 items, including eight demographic items. Nonrespondents were sent second and third mailings followed by telephone calls. Information was also obtained from the local school system and from faculty advisors. Employment information was ultimately obtained for 91% of the individuals.

The percentage of respondents teaching was calculated at each stage of the survey. Increased numbers of respondents and graduates for whom information was available had little effect on the total percentage who were teaching. While further investigation is needed, it may be that return rates of less than 50% may predict employment of the total group fairly accurately.

9:00 a.m. - 9:50 a.m. **SCHOOL IMPROVEMENT (Discussion)..... Jackson**

Presider: Arlene Amos, Choctaw County (MS) Schools

Presenters: "SITE-BASED MANAGEMENT, IMPLEMENTED PROPERLY: AN OLD IDEA WITH NEW PROMISE FOR SCHOOL IMPROVEMENT"

Jesse L. Rancifer, The University of Central Arkansas

Over the past 13 years, site-based management has grown to be one of the most supported strategies by educators to improve public education. Yet, in many schools where it is implemented, site-based management appears to be just sputtering along. Thus, the purpose of this study was to determine the site-based management leadership skill development components needed by administrators and teachers for successful program implementation.

A sample of 70 graduate students studying school leadership was used to identify skill development components on site-based management. Common frequencies of participants' response were compiled from two open-ended questions: what are problems you see with implementing site-based management, and what educators want to know about site-based management. Some common findings in implementing site-based management were as follows: getting teachers to buy into strategy; the most assertive teachers will have the most influence, but may not have the best ideas; a central office "really" willing to "give-up" the control of the school to the principal and teachers; and decisions teachers make versus decisions the principal makes.

"CONFLICT ANALYSIS IN SCHOOLS: THE FRAMEWORK FOR TEAM BUILDING"

Patsy E. Johnson, The University of Alabama

The purpose of the study was to analyze organizational conflict in two middle schools experiencing severe student behavioral problems and low academic performance. The study provided preliminary data for inservice training of teachers in conflict reduction strategies. Data were obtained from 77 teachers using personal and group interviews and scales to measure organizational conflict, school climate, teacher satisfaction, multiethnic climate, and teacher goals.

Correlation analysis revealed significant relationships ($p<.05$) between amount of organizational conflict and various dimensions of teacher satisfaction, school climate, ethnic beliefs, and teacher goals. Interview data revealed major problems in communication among faculty members and between faculty and administration. Neither faculty had any sense of a unifying identity for the school. Most teachers saw their role as teaching a subject and were frustrated with a lack of student commitment and administrative support. Students were typically seen as objects of instruction.

The inservice effort in the two schools began with conflict caused by faculty organization and differences in beliefs, attitudes, and goals. The data gathering and analysis provided the needs assessment and rationale in order to obtain faculty acceptance of a year-long team building plan.

"TEACHER PERCEPTIONS OF IMPEDIMENTS TO CHANGE: AN APPLICATION OF FORCE-FIELD ANALYSIS TO LEADER MASTER TEACHER TRAINING IN THE HANDS-ON ACTIVITY SCIENCE PROGRAM"

Sharon H. Harwell, The University of Alabama-Huntsville

This study reported results of an action research project involving a cadre of 141 Leader Master Teachers (LMT's) involved in second-year, district-wide implementation of the Hands-On Activity Science Program (HASP). This project was a collaborative effort between program facilitators and practitioners with the major focus placed on practitioners' concerns. The major purpose of this project was to assist LMT's in identifying and analyzing forces they perceived as supporting or hindering successful implementation in their school environments.

Methods of data collection were designed to illuminate the thinking and reflections of this grade-by-grade sample of LMT's (K-5). Lewin's Force-Field Analysis technique was used to examine factors that affected full implementation. Participants identified strategies they could use to lessen the influence of negative forces and strengthen positive forces. Opened-ended surveys ascertained the usefulness of the technique, successes and problems, as well as actions taken to reduce constraints.

Categories were constructed from teachers' voices and documents. Matrices showed relationships between emerging categories and themes.

Time factors emerged as the major constraining force, although other concerns were evident. Change facilitators advanced their understanding of impediments to program implementation and LMT's began to envision themselves as change agents.

"IMPROVING TEACHER-PARENT COMMUNICATION THROUGH INTERDISCIPLINARY TEACHING TEAMS"

Jack G. Blendinger, Mississippi State University, and Gale Snipes and Glenn McGee, Starkville (MS) Public Schools

The purpose of this case study was to investigate whether middle-education-level teachers experiencing an organizational shift from departmentalization to interdisciplinary teaching teams identified improved teacher-parent communication as one of the major outcomes. Research increasingly demonstrates that parent involvement and student success are closely related, but that parent involvement in children's education drops off during junior high school. Goals 2000 reform legislation includes the new national goal that every school will strive to increase parent involvement and participation.

Subjects in the study consisted of 46 middle-school teachers participating in transforming a 657-student, departmentalized junior high school to a middle school featuring interdisciplinary teaching teams. Subjects were asked to respond to open-ended questions during focused interviews after they had experienced the transition. Responses were categorized and analyzed.

Improved school-home communication was identified as a major benefit that occurs when a junior-high school moves from departmentalization to teaching teams. Assigning a definable group of adolescent students to a team of three to five teachers appeared to improve communication with parents.

9:00 a.m. - 9:50 a.m. **ACHIEVEMENT AND SELF-PERCEPTION (Discussion)** ..... **Forum West**

Presider: Gerald Halpin, Auburn University

Presenters:

"RELATIONSHIP OF READING AND WRITING ATTITUDES AND SELF-REPORTED BEHAVIORS"

Linda K. Walker and George Thomas, Mississippi State University-Meridian

The purpose of the study was to determine the relationship of lower elementary school-aged student behaviors and attitudes about reading and writing.

Since the 1980's, interest in motivational issues has surged among researchers and teachers in the fields of reading and writing. The goal of reading and writing instruction is no longer simply to teach children how to read and write; teachers now must encourage children to want to read and write.

Measures of self-reported behaviors and attitudes were obtained from a sample of 34 students during a summer reading enrichment program on the Denver Reading Attitude Survey and the Denver Writing Attitude Survey.

Correlational studies were computed comparing reading and writing behaviors (r=.475), reading and writing attitudes (f=.75), reading behaviors and attitudes (r=.483), and writing behaviors and attitudes (r=.356). All exceeded a .05 level of significance with the reading and writing attitude comparison significant at the .001 level.

The attention to increasing students' engagement with and positive attitudes toward reading and writing tasks is warranted. Many people in the United States no longer have much inclination to read and write. We are a society of people who can read and write, but who choose not to.

"SELF-ESTEEM AND ACADEMIC ACHIEVEMENT AMONG ELEMENTARY STUDENTS: A MULTIVARIATE INVESTIGATION"

Debra A. King and Larry G. Daniel, University of Southern Mississippi

The purpose of the present study was to determine the degree to which children's perceived self-esteem is related to their overall academic achievement as measured by their performance on a standardized achievement test battery. More specifically, the authors sought to determine the dimensions of perceived self-esteem that would be most clearly associated with higher levels of student achievement.

The Self-Esteem Index (SEI) was administered to 208 third-, fourth-, and fifth-grade regular and special education students from three public schools in Mississippi. Students' SEI subscale scores (familial acceptance, academic competence, peer popularity, and personal security) were correlated with their national percentile scores on four subtests of the Stanford Achievement Test. Results indicated a moderate positive correlation ($Rc2 = .30$; $p < .001$) between self-esteem and achievement.

Analysis of the canonical structure coefficients indicated that the predictive canonical variate was identified by the familiar acceptance, personal security, and academic competence subscale scores. The peer popularity subscale scores, by contrast, were not correlated highly with the predictive canonical variate, suggesting that students' feelings about their acceptance among their peers are not related to their academic achievement. Implications of the findings on educational practice are offered.

"IS HEALTH LOCUS OF CONTROL RELATED TO ELEMENTARY SCHOOL STUDENTS' ATTENDANCE AND ACADEMIC ACHIEVEMENT?"

Larry G. Daniel, University of Southern Mississippi, and Charlotte M. Ferrell, Natchez-Adams (MS) Public Schools

The purpose of the present study was to determine whether students' perceived health locus of control is related to their academic achievement and school attendance. The study was justified not only from the viewpoint of understanding student achievement but also from the viewpoint of educational finance, considering that educational funding is typically based on student average daily attendance figures. In essence, if health locus of control is related to attendance, then interventions to address health locus of control issues might ultimately affect educational funding.

Students from two elementary schools (n = 836) were administered the children's version of the Multidimensional Health Locus of Control (MHLC) Scales. A record of Stanford Achievement Test (SAT) subscale scores and total days present for the school year were compiled for these same students. Canonical correlation analysis was utilized to test the hypothesis that MHLC scores would be related to SAT scores and school attendance.

A moderate relationship was found. Canonical structure coefficients indicated that the criterion canonical variate was largely defined by the SAT subscales, but only minimally by the attendance variable, suggesting that students' health locus of control is related to achievement but not to attendance. Implications of the findings to educational practice are offered.

9:00 a.m. - 9:50 a.m. **ADMINISTRATION (Discussion)** ..... **Forum East**

Presider: Jerry B. Gee, Nicholls State University

Presenters: "THE PERCEPTIONS OF HIGH SCHOOL PRINCIPALS TOWARD INTEGRATING VOCATIONAL EDUCATION INTO THE ACADEMIC CURRICULUM IN MISSISSIPPI"

Louise J. Jones and John Walls, Jr., Jackson State University

The purpose of the study was to determine the perceptions of high school principals toward integrating vocational education into the academic curriculum in Mississippi. One hundred forty seven of 254 high school principals responded to the Principals' Perception Survey constituting a 57.9% return rate. Analysis of variance and chi-square were used to analyze the data.

The results of the study indicated a significant relationship between perceptions toward integrating vocational education into the academic curriculum relative to gender ($p<.05$). No significance was found relative to highest degree held, salary, age, certification level, administrative experience, or type of school district.

Fifteen Tech Prep pilot high school programs have been implemented in the state of Mississippi through the State Department of Education. The results of the present study can have significant implications for school administrators and decision makers since one of the basic principles of the Tech Prep initiative in the Carl Perkins Act is the development of a curriculum that combines the strengths of academic and vocational education.

"THE EFFECTS OF TEACHER EDUCATIONAL ATTAINMENT ON STUDENT EDUCATIONAL ATTAINMENT IN FOUR REGIONS OF VIRGINIA: IMPLICATIONS FOR ADMINISTRATORS"

Sandra L. Sanders, Selene D. Skonie-Hardin, William H. Phelps, III, and Thom L. Minnis, East Tennessee State University

Because of increased pressure on schools and teachers to provide environments more conducive to decreasing student attrition rates, the purpose of this study was to investigate the effects of teachers who have achieved postgraduate certification on the numbers of students who

drop out and those who continue their education after graduation in Virginia's school systems. Data were taken from 134 public school systems reporting for the 1991-92 school year.

Chi-square test of homogeneity ($\alpha<.01$) was significant in each of the four geographic regions for each test. In the northwest and southwest regions, however, there were fewer degrees of freedom and less significance due to the smaller, more rural systems with fewer teachers and students than in the eastern systems.

Results of the study suggest that school systems may increase student grade-level attainment through employment of teachers with postgraduate certification or by encouraging present employees to attain higher educational levels themselves. It also suggests a need for further research in a variety of settings to further substantiate these findings.

"AN INVESTIGATION INTO BURNOUT AMONG HIGH SCHOOL PRINCIPALS"

Charles E. Saul and Ruthie Smith-Stevenson, Jackson State University

This study examined and analyzed the level of burnout among Mississippi high school principals. The study sought to ascertain if certain demographic variables may contribute to burnout in high school principals and to determine if there is a relationship between burnout and personality type.

The population for the study was composed of 127 Mississippi high school principals in schools designated as 9-12 or 10-12. Eighty-seven principals were included in the study.

The data gathering instruments for the study were the Maslach Burnout Inventory, the Leadership/Personality Compatibility Inventory, and a demographic information sheet. Descriptive statistics were used to describe level of burnout, personality type, and demographic information.

Results of the study indicated that the majority of the principals had low levels of burnout on the emotional exhaustion and depersonalization subscales. Most of the principals felt a high degree of personal accomplishment.

The Mann-Whitney U and the Kruskal-Wallis statistical procedures were utilized to test the hypotheses for the study. Significant differences were found among levels of education on the personal accomplishment subscale and among personality types on the emotional exhaustion subscale.

9:00 a.m. - 10:50 a.m. **SCHOOL REFORM AND RESTRUCTURING (Training) .....International**

Trainers:

"FACILITATING REFORM: ONE LABORATORY SCHOOL'S COLLABORATIVE ENTERPRISE"

John D. Light, Lynn C. Gillaspie, and Regina M. Watkins, University of North Alabama

This training session provides participants with the format and outcomes of a workshop that focuses on one school's restructuring effort. This workshop design prompted the examination of the existing educational mission, curriculum, instruction, and environment. University faculty members were asked to design and facilitate a workshop for the local laboratory school that would create a context for reform. This inquiry resulted in a one-day retreat that provided the springboard for collaboration, definition of committees that developed long- and short-range plans, and time lines and strategies for implementation. Thirty-six participants, including parents, community leaders, and school and university personnel, developed focus statements to establish the intent and subsequent action plans to carry out desired changes.

Presenters will disseminate the scheme used to develop this context for change and consequent reform. Attendees participate in simulation activities used to facilitate restructuring in this school community.

9:00 a.m. - 9:50 a.m. **CULTURE, ETHICS, AND GENDER (Display) ..... Embassy**

Presenters: "PRESERVICE TEACHERS AND CULTURALLY DIVERSE FAMILIES: HOW DO THEY PERCEIVE ONE ANOTHER?"

Louise E. Davis, Mississippi Cooperative Extension Service, and Vicki Whitener-Lepanto, Centenary College

In today's diverse society, it is necessary to prepare preservice teachers to work with students of culturally diverse backgrounds. The purpose of the study was to determine preservice teachers' cultural sensitivity. The second part of the study was to determine how culturally diverse families perceived teachers and schools.

The demographic trends for the nation's public schools are changing both for teachers and students. By the year 2000, children in the public schools will consist of a minority population with our teacher population becoming nonminority. Therefore, a need exists for teachers in today's society to be culturally sensitive.

The research consisted of qualitative and quantitative components. The qualitative component contains 12 interviews of families of different cultures and reports their views and feelings toward schools and teachers. The quantitative component provides a descriptive analysis of the cultural sensitivity of elementary preservice teachers towards culturally diverse families and children. The Cultural Diversity Awareness Inventory (CDAI) was distributed to a population that consisted of approximately 500 preservice teachers from 12 southeast NCATE-accredited institutions. The findings described the preservice teachers to be culturally sensitive towards families with cultures different from their own. The paper concludes with recommendations and practical classroom applications.

"CHANGES IN STUDENTS' ATTITUDES TOWARD CULTURAL DIVERSITY: AN ASSESSMENT OF AN INTEGRATIVE TEACHING STRATEGY"

Susan S. Hubbard, Paulette P. Hill, and David Shannon, Auburn University

In order to prepare students for effective leadership in the culturally diverse work force of the hospitality industry, educational goals must target both cognitive and affective changes. The purpose of this study was to test the effectiveness of an integrative teaching strategy on students' attitudes about cultural diversity. Utilizing current literature and resources from the Educational Institute of the American Hotel and Motel Association (AMHA), a 15-item survey was developed and administered to undergraduate and graduate students enrolled in Human Resource Management in the Hospitality Industry (N=30). Students then viewed the AMHA video, Diversity: The Face of Hospitality. Cultural diversity issues and concepts were integrated into discussions over the quarter. Students were surveyed at the conclusion of the course.

Comparison of pre- and post-data, using percentage distributions for each question, demonstrated changes in students' attitudes on a majority of the survey questions. A breakdown of student responses to each question, as well as percentage change from pretest to posttest results, are presented in graph form.

Results indicate that this integrative strategy warrants further development and implementation across the curriculum. Demographic trends and predictions make the results and implications of this study relevant to all postsecondary educators.

"THE ROOTS OF A PROFESSION: AN ILLUSTRATED HISTORY OF THE EARLY DEVELOPMENT OF HOME ECONOMICS IN MISSISSIPPI"

Sue Jolly, Delta State University

The purpose of this study was to conduct an historical inquiry into the early development of home economics in Mississippi. The research, using qualitative methods, examined and analyzed historical documents including but not limited to photographs, curriculum guides, textbooks, state guidelines, and writings of early instructors. Interviews were conducted as well. The significant result of the study was a compilation and analysis of previously fragmented evidence, contributing toward a comprehensive historical understanding of the home economics profession. The emerging home economics discipline, founded by women and first established to serve the needs of women, provided one of the earliest models for the development of education and leadership opportunities for females.

The research provided data for the display, which traces and analyzes this history using photographs and illustrations of working home economists, students, classrooms, equipment, lesson plans, evaluation forms, and designs for home and classroom environments. Accompanying explanations utilize excerpts from early writings and interviews.

The study substantiated ways in which early home economists responded to needs of their times, providing models for today's educators.

"DEVELOPMENT AND PILOTING OF THE PROSOCIAL ATTITUDE BLANK"

Rebecca Wasson, Suzanne Huffman, Blake Burr, and Gordon E. Kenney, The University of Memphis

The Prosocial Attitude Blank (PAB) was designed to assess interpersonal values and ethical awareness among elementary and middle school students. Its conceptual models synthesized contemporary thinking on social helping behaviors. The PAB instrument contained five "pretend" situations, involving varying relationships to person-in-distress: self, sibling, friend, unknown peer, and unseen other (nonspecific age). Students were asked what they would do, and why, in an open-ended format. Potential costs of ameliorating distress were not stated; instead, students were allowed to project such costs as reasons for behavior.

PAB was administered to 405 elementary students in the evaluation of an ethical awareness intervention. Three independent raters constructed response categories: interrater reliabilities were computed, and consensus was reached on discrepant responses. Initial analyses consisted of examination of action and reason response patterns by situation and grade level. The display includes graphic representation of these findings, along with the instrument.

Preliminary findings suggested that prosocial development might be more complex than previously believed. Rather than considering these attitudes in terms of developmental sequences across situations, it might be more appropriate to consider them in terms of changing contextual factors in children's understanding of their world and relationships therein.

10:00 a.m. - 10:50 a.m. CROSSROADS - TWO PATHS TAKEN: A CASE STUDY OF TWO STUDENT TEACHERS (Symposium) .....Polk

Organizer: Nancy K. Mundorf, The University of Memphis

Presenters: "THE PATH TAKEN: THE CASE OF NINA"

Nancy Easley, The University of Memphis

"THE PATH NOT TAKEN: THE CASE OF SALLY"
Nancy K. Mundorf, The University of Memphis

"METHODOLOGY"
Nancy Nute and Carol P. Etheridge, The University of Memphis

A multiple-case comparative study to explore student teacher socialization focused on the following questions: Do student teachers change over the course of student teaching? and If so, what changes occur and what are the processes related to those changes?

The three aspects of the research to be presented at the symposia include the methodology, the case of Sally, and the case of Nina.

Subject selection, data collection, documentation, and data analysis comprised the methodology section. Two student teachers from a public, urban, mid–southern university were selected and were observed at each of their placements by two researchers. Audio–taped interviews followed the observations. Expanded field notes were developed and coded by the researchers. Data analysis methods included triangulation, peer debriefing, pattern matching and explanation building, and cross–case analysis, which lead to the researchers' metaphor of the "path/s" taken or not taken by the student teachers toward their goal of becoming a "real" teacher.

The case studies of "Sally: The Path Not Taken" and of "Nina: The Path Taken" were written in a parallel format. First steps toward the path and tools for the journey consisted of background information and the teacher preparation of the subjects. Their placements were described as the first and second stops on the journey. Coded data yielded the following topics in the case studies: the atmosphere of the school, a day in the classroom, lesson planning, teaching methods, classroom management, interaction with students, cooperating teacher influences, and the student teacher's role. The subjects encountered stones on the student-teaching pathway that were categorized as stepping stones or stumbling stones. Reflections on the journey focused on the question of change over the course of student teaching and the process related to any change.

The subjects' paths intersected during their student-teaching experience when they both realized there was only so much they could do. However, the paths diverged regarding their approaches to children and the student-teaching experience. Detached or involved, extrinsic or intrinsic reflection, maintenance or creativity, burned-out or excited, imitator or change agent, and survival mode or growth mode were patterns that emerged during analysis.

After the methodology and case studies are presented, audience participation regarding their conclusions is welcome. A discussion of implications and issues in studying the process of student-teacher socialization follows.

10:00 a.m. - 10:50 a.m. VALUES AND ATTITUDES (Discussion)..... Jackson

Presider: Marie Somers Hill, East Tennessee State University

Presenters: "EVALUATION OF A CONFLICT RESOLUTION PROGRAM IN AN ELEMENTARY SCHOOL"

Glenda Holland, George Rice, Mary Dale Scoggins, and Susan Cole, Northeast Louisiana University

This study was an evaluation of a program to reduce conflicts by teaching students to manage conflict through nondestructive means. Research questions were: (1) Did student attitudes about conflict indicate changes? (2) How effective was the program as indicated by disciplinary records? and (3) What were the perceptions of the faculty concerning program effectiveness?

The student population included 140 African-American fourth through sixth graders. Other participants included 17 teachers, four tutors, one secretary, and one administrator. Adults who usually dealt with conflict were selected for the study.

Students were administered Student Attitudes About Conflict Scale (SAAC) before and after the program. SAAC measures attitudes about conflict, school, self independent of conflict, and self related to conflict. Disciplinary records for 1992-93 and 1993-94 were reviewed, categorized, and tabulated to determine whether fewer conflict referrals occurred during the program year. Open-ended surveys were administered to adult participants to determine their perceptions of the success of the program.

"EFFECTS OF VALUES INSTRUCTION ON THIRD- AND FOURTH-GRADE STUDENTS"

Connie A. Jones and Diane Gower, Middle Tennessee State University

The purpose of the study was to examine student behavior before and after receiving values instruction. The study targeted 56 third- and fourth-grade students from various educational, ethnic and socioeconomic backgrounds. The values taught included fairness, lying, stealing, cheating, breaking promises, being a bad sport, being selfish, and being careless.

Data were collected using a questionnaire with an abbreviated Likert scale. To assess the effectiveness of the program, data were subjected to inferential statistical analysis by using t-tests for dependent groups. Three analyses were performed on pre- and post-scores. In the analysis of the third-grade class a statistical significance was found between scores at the .002 level. In the fourth-grade group no significant differences were found; however, in the third analysis in which both groups were combined, a statistically significant difference was found between scores.

In determining the difference between scores, socioeconomic level rather than grade level proved to be the variant. The higher the socioeconomic level the smaller the discrepancy between scores, and the lower the socioeconomic level the greater the discrepancy between scores. The overall analyses suggested that the students were positively impacted.

"PARENTAL VIEWS OF SEX TOPICS IN FAMILY LIFE/SEX EDUCATION IN THE FIFTH GRADE"

Judy C. Pierce, Western Kentucky University

The purpose of the study was to ascertain which family life/sex education topics parents of preadolescents regarded as appropriate for their children. The sample was comprised of 301 respondents randomly selected from a list of fifth graders in a large suburban school district. A mailed, self-administered questionnaire listing 52 possible topics was used to elicit parental response. Pretesting found the questionnaire to be highly reliable (Cronbach's alpha = .96).

Overall, parents strongly supported the inclusion of a broad range of family life/sex education topics regardless of parental age, sex, marital status, income, education, or child's sex. Moreover, parents were largely in agreement with the inclusion of sensitive topics in addition to those which were more physiological or behavioral. Protestants more often than Catholics agreed with the inclusion of birth control, abortion, and sterilization even after controlling for income and education.

The findings suggest that parents of fifth graders find a broad family life/sex education program in the school appropriate. To this end, school officials and family life/sex educators should not over look the needs of preadolescents for family life/sex education solely on the basis of perceived parental opposition.

WEDNESDAY, NOVEMBER 9, 1994

10:00 a.m. - 10:50 a.m. BUSINESS EDUCATION (Discussion) .....Forum West

Presider: Clifford Hofwolt, Vanderbilt University

Presenters: "THE INFLUENCE OF TEACHING METHOD ON KEYBOARDING SKILL DEVELOPMENT OF ABOVE-AVERAGE ELEMENTARY STUDENTS"

Donna H. Redmann and Michael F. Burnett, Louisiana State University; Christina Knight, Louisiana Vocational Association; and June D. Thompson, Jackson (TN) High School

The purpose of this experimental study was to determine the effectiveness of self-paced and group-paced instruction on the achievement of keyboarding skills of third graders and the relationship between student achievement in keyboarding skills and manual dexterity.

The target population was above average third graders; accessible population included students at one elementary school. The top 20 students were selected based on standardized test scores, and students were randomly assigned to treatment levels.

Three instruments were used: Flanagan Tapping Test (dexterity), pre- and post-one-minute timed writing test (keyboarding), and a researcher-designed questionnaire (attitudes). Class sessions were held after school twice a week for three weeks.

No difference was found between pre- and post-timed writings for the self-paced group. For the group-paced instruction, post-timed writings were significantly higher than pre-timed writings. No significant differences were found in the self- and group-paced instructional methods. A positive correlation was discovered between dexterity and pre-timed writing scores ($r=.47$, $p=.03$). No significant differences were found between males and females.

Self-paced instruction was not effective; group-paced was effective. There was a positive relationship between dexterity and pre-timed writing scores.

"JOB ENTRY TYPEWRITING SPEEDS OF THREE DIFFERENT LEVELS OF SECRETARIES AT A LARGE PUBLIC UNIVERSITY"

Christine Hawk Loveday, East Tennessee State University

The purpose of the study was to determine job-entry typewriting speeds of secretaries employed at different secretarial levels in a large, public university. Typewriting speeds of all (185) secretaries at three levels at a large public university with a college of medicine were identified using their timed writing scores upon application to the university.

The mean of all typewriting scores was 61 with a standard deviation of 11.87 and range from 28 to 99 words per minute (wpm). There was no statistically significant difference found in the typewriting scores of the university secretaries and the college of medicine secretaries. The most interesting result was found in the mean (61) of the typewriting scores of the university secretaries at level 2 and the mean (56) of the typewriting scores of the college of medicine secretaries at level 2.

"EMPLOYER ATTITUDES TOWARD HIRING PERSONS WITH DISABILITIES: A LITERATURE REVIEW"

Chad E. Stoddard and John R. Slate, Arkansas State University

Employer attitudes have been cited as a significant variable influencing the employment of persons with disabilities. With the recent advent of the American with Disabilities Act, efforts are underway to ensure that qualified persons with disabilities are not discriminated

against in employment. In this paper, the authors provide an overview of the literature regarding the assessment of employers' attitudes toward persons with disabilities. In particular, the authors will present information regarding the employment of persons with disabilities, the origin of negative attitudes toward persons with disabilities, and the type of negative attitudes held by employers.

An extensive review of the literature regarding employer attitude assessment revealed an extensive use of graduate and undergraduate students in business or related disciplines. Moreover, multiple methods were used to collect data, including general surveys, personnel selection scenarios using a stimulus materials packet with a paper and pencil assessment, and the evaluation of audiotaped or videotaped interviews, as well as applications. According to the literature review, the recommendation to hire by present and potential employers is affected by the nature and visibility of the applicant's disability and the perceived causal attribution for the applicant's disability.

"ANALYSIS TO DETERMINE EFFECTIVENESS OF LETTERS AND MEMORANDA OF SOUTHEAST LOUISIANA BUSINESSES"

Mary J. Lush, Delta State University

This study determined the effectiveness of correspondence created and distributed by southeast Louisiana businesses.

A random sample (n=30), stratified by population based on U.S. Census figures (1990) of southeast Louisiana businesses was taken from the Million Dollar Director (Series Cross-Reference by Geography). Data were gathered by mailing letters requesting sample members to provide five examples each of letters and memoranda, as well as respond to a seven-item demographic questionnaire.

A response rate of 73.3% was achieved (n=22). Each of the 220 correspondence items submitted by the participants (128 memoranda and 92 letters) was assigned a conformity score ranging from 0 (low) to 10 (high) through a modified Delphi Technique to determine whether they conformed to the ten characteristics of effective written communication designated by Huseman, Lahiff, and Penrose. Score discrepancies were resolved through discussion among the three evaluators until an aggregate sum score was agreed upon.

Frequencies and percentages computed resulted in composite scores for the correspondence samples ranging from 48% to 87%. The average composite score computed on all ten characteristics for the samples was 65.7%. While 90% of the samples did not use correct grammar, 70% did evidence correct format. Additionally, the samples were generally neither written from a personal perspective, nor were they concise.

10:00 a.m. - 10:50 a.m. TECHNOLOGY (Discussion).....Embassy

Presider: Jim R. Flaitz, University of Southwestern Louisiana

Presenters: "THE EFFECT OF CLASS SIZE ON STUDENTS' COMPUTER ATTITUDES"

Randolph E. Gunter, Glenda A. Gunter, Ronnie W. White, Joan K. West, and James N. Butler, Jr., Mississippi State University

The purpose of this study was to determine if class size influences the change in student computer attitudes after completion of a computer literacy course. Class size, as a result of budgetary constraints, appears to impact students' attitudes towards computer technology.

The sample consisted of 317 students enrolled in 15 sections of computer literacy courses at a major southern university in the fall semester of 1993. Class size varied from 16 to 178. The dependent variables were the pretest and posttest scores on the Computer Attitude Scale used to measure student attitudes toward computers. The dependent variables were submitted to analysis of covariance (ANCOVA) procedures, with the pretest used as a covariant.

There was a statistically significant difference between class size and student attitudes on the computer usefulness subscale. Students in smaller classes found computers to be more useful after completion of a computer literacy course than students in larger classes.

"THE PUBLIC NATURE OF ELEMENTARY LITERACY ACTIVITIES IN A HIGH TECHNOLOGY ENVIRONMENT"

Elizabeth A. Baker, Vanderbilt University

The purpose of the study was to consider the nature of elementary literacy activities in a high technology environment from a sociocognitive perspective. Participant observation occurred for 18 weeks (306.83 hours) in a fourth-grade classroom with 26 students, one teacher, one site coordinator, 35 computers, 10 printers, two CD-ROMs, two televisions, one VCR, one laserdisc player, one modem, one cartridge drive, and one scanner.

Data collection consisted of daily observation notes (including field, theoretical, methodological, and personal notes); informal and/or formal interviews with the teacher, students, and site coordinator; acquisition of student artifacts (paper and disc); and videotaping. Data analysis employed frequent reviews of observation notes to inform data collection, peer debriefings, constant comparison, cross referencing, indexing of major events, negative case analysis, and member checks.

Several themes emerged during data collections and analysis. One theme indicated that technology in this classroom provided a public forum. In other words, authors received solicited and unsolicited feedback because classmates read each other's screens throughout the day. Furthermore, classmates explored other's ideas and strategies by initiating conversations with authors. In conclusion, technology may support a social learning environment. Thus, teachers who promote sociocognitive literacy may find technology useful.

"SUBSCALE SCORES ON THE COMPUTER TECHNOLOGY HASSLES SCALE: A COMPARISON OF SELF-DECLARED EXPERIENCE GROUPS"

Collin T. Ballance, Nashville State Technical Institute, and Vickie V. Ballance, United Way of Middle Tennessee

This study examined and compared factor scores on the Computer Technology Hassles Scale for groups composed on the basis of self-assessment of their computer experience. Hudiburg's Computer Technology Hassles Scale was administered to 94 college students. The subjects were undergraduate and graduate university students and students at a two-year college. Although most of the subjects were degree seeking, some were continuing education students. Based on descriptors selected by the subjects, low, moderate, and high computer experience groups were formed.

Subscores on each of the eight factors of the scale as defined by Hudiburg were calculated for each respondent. Hudiburg has identified the factors to be Computer Runtime Problems, Computer Information Problems, Everyday Computer Technology, Computers' Impact on Society, Computer as Person, Computer Processing Speed, Computer Costs, and Computerized Correspondence.

A multivariate comparison (MANOVA) of the factor score vectors for the three experience groups did not yield a significant result.

The lack of a statistically significant result comparing the subscores of the three groups on the scale suggests that the scale is stable across self-declared experience groups. This result affirms the use of the Computer Technology Hassles Scale and its shortened version for subjects of varied computer expertise.

10:00 a.m. - 10:50 a.m. SCIENCE AND TECHNOLOGY (Display)..... Embassy

Presenters: "NOTES ON TEACHER-AUTHORED CASES OF ELEMENTARY SCIENCE INSTRUCTION"

Marian C. Keyes and Carolyn Carter, Appalachia Educational Laboratory

Case discussion methodology has become increasingly used as a vehicle to consider multiple issues embedded in teaching experience. While the number of cases available for discussion has proliferated, relatively few cases focus on pedagogic and curricular issues specific to content areas. In particular, there are few published cases of science teaching.

As science instruction has moved from textbook-based and teacher-controlled toward activities-based and student-driven practice, teachers have experienced disjunctions among curriculum objectives, standardized tests, alternative assessments, and recommended teaching strategies. Case discussions are one potentially powerful means of confronting these disjunctions. However, while there are many research case studies in science education, production of science content-related cases for teacher education has been conspicuously absent.

Last November, we began collaborative work with several elementary teachers who developed cases about dilemmas they experienced in science teaching. Drawing on discussion notes and transcripts, multiple drafts of cases, and teacher/researcher reflections, this paper explores the rationale for using teacher-written cases in science education. In particular, it addresses dilemmas related to developing and using science cases as evidenced in this project.

"THE IMPACT OF ADMINISTRATORS' INTEREST IN SCIENCE TEACHING UPON TEACHERS' PERCEPTIONS OF THE IMPORTANCE OF TEACHING SCIENCE"

Edward L. Shaw, Jr., Rosalind P. Hale, and Robert L. Doan, University of South Alabama

The purpose of this pilot study was to determine whether building administrators' interest in science teaching is transferred to classroom teachers. Specifically, the researchers recorded data at a variety of elementary schools that feed into a variety of middle schools. The results compared the former teaching styles of the administrators (whether they have ever taught science or elementary/middle school, if school-based management will affect the way science is taught, and if noise level is a factor), how science is taught in the schools (activity-oriented, discussion, and reading), and the importance of science in the curriculum.

An attitude survey for administrators and classroom teachers has been developed. The survey solicits demographic data and has either six or eight attitude items. At least three Likert scale items are included in both surveys.

Anticipated results include that administrators' view of the importance of science teaching impacts the way science is taught in that school; that school-based management will have an impact on teaching all subjects, not just science; and that teachers will continue to teach the way they learned, not the way they were taught.

"APPLYING COMPUTER-ASSISTED VIDEO INSTRUCTION IN MIDDLE SCHOOL SCIENCE EDUCATION"

Steve Garrison and Sean Brophy, Vanderbilt University

Computer Assisted Video Instruction (CAVIS) is an application of video and computer technology that permits learners to actively construct science meaning during a video adventure story. CAVIS hopes to improve middle school students' science learning through positioning the individual as an indispensable social component in a community of science professionals and student peers. An example of this student social involvement occurs during the video story, when science professionals appeal to students directly to help solve an environmental problem.

This display session describes a video adventure in which students assist a team of experts solve chemistry, biology, and environmental problems relating to an overturned tanker truck. Artificial intelligence components in an associated computer program serve to monitor and guide student learning; however, students are required to construct their own version of the problem's solution. Groups of students may progress through the story at different rates, and many different solution paths are possible. CAVIS provides students with a large variety of graphical and symbolic models that can be easily manipulated and altered. It is expected that through interaction with these models students will gain a deeper understanding of science and general problem-solving routines.

11:00 a.m. - 11:50 a.m. ASSESSMENT AND REFORM (Discussion) .....Polk

Presider: Susan Kappleman, Jefferson Parish (LA) Schools

Presenters: "NATIONAL GOALS AND ASSESSMENTS: THE IMPACT ON AND IMPLICATIONS FOR K-12 AND UNIVERSITY PROGRAMS"

Angela Maynard Sewall, University of Arkansas-Little Rock

A Nation at Risk precipitated change in national educational focus from declining SAT scores and mathematical/scientific literacy to a study of the knowledge bases of American students and students in other nations. Since the publication of this document, the National Governors Association, USDOE, and numerous authors began to survey students to ascertain the depth of their knowledge. Researchers rushed to publish their visions of the educational content for a K-12 program. The discussion was joined by state legislatures as states began to reexamine expectations in regard to teacher preparation and curriculum outcomes for students.

The recently adopted national goals represented a continuation of this national examination of conscience. It should have been no surprise that in recent years there have been ongoing debates concerning the need for a national curriculum and assessment. The debate has involved citizens and educators, but answers to questions about a national curriculum, its implication, and contents have not been formulated.

The purpose of the review of literature was to examine the direction that these reforms were taking and their implications for practitioners, not only in elementary and secondary schools, but also in Colleges of Education and other colleges on the university campus.

"ARKANSAS SCHOOL DISTRICTS' REPORT CARDS ON SCHOOLS: WHAT PARENTS, EDUCATORS, OR POLICYMAKERS CAN LEARN FROM STATE REPORT CARDS"

Gordon C. Bobbett, Educational Consultant, Knoxville, Tennessee; Russell French, The University of Tennessee; and Charles M. Achilles, Eastern Michigan University

The development of report cards (RC) on schools has become common in a number of states. What can parents, educators, or policymakers learn from examining these state RCs?

Using Arkansas's 1992-93 school district (n=319) RC data, this study examined six student outcome areas (e.g., SAT8 scores [-25%; +50%; +75%], MPT pass rate, etc.) along with 17 demographic areas (DA) including attendance rate, completion rate, retention rate, average daily membership, millage, number of certified persons, % black students/staff, community education, % free/reduced lunch, pupil/teacher ratio, and per pupil expenditure.

Regression analysis (Stepwise (SR) [forward] and Multiple (MR)) and Guttman's partial correlation (PC) statistics were used to evaluate each DA's impact on student outcomes ($p \leq .05$).

Findings included: (1) the SR and MR analysis suggested that the DAs collectively had a moderate (=35%) impact on outcome, but the PC suggested a smaller impact (=24%); (2) percent of black students (=15%), attendance rate (=4%), community education (=3%), and % free/reduced lunch (=2%) had the largest impact on student outcomes and (3) hotly debated issues relating to resource rate, % black staff, average daily membership, number of certified teachers, pupil/teacher ratio, and per pupil expenditure had little to no impact on outcome.

Most RC items commonly considered to be important to student achievement have limited influence on student outcome.

"THE DEVELOPMENT OF THE QUALITY OF LIFE-VALUE-ADDED INDEX OF EDUCATION"

Randolph E. Gunter, Glenda A. Gunter, Joan K. West, James N. Butler, Jr., and Kathy Dooley, Mississippi State University

The purpose of this study was to develop the model process and create a Quality of Life-Value-Added Index of Education. The Index can be used to assist local communities in assessing the value-added characteristics of their educational systems.

This Delphi study utilized a sequence of sorting procedures to determine a priority ranking of a profile list of variables. Participants on the Blue Ribbon Panel were chosen from teachers, principals, parents, professors, students, and administrators. This panel was presented a list of 100 variables believed to be relevant to the school evaluation. These variables were ranked on three separate occasions to determine the final list of variables most appropriate to the Quality of Life-Value-Added Index of Education.

The statistical analysis was a combination of multivariate techniques and descriptive statistics. Thirteen variables were determined using the Statistical Package for Social Science (SPSS/PC). The Index can be used as a supplement to the America Goals 2000 Community Report Card.

"REANALYSIS OF THE MISSISSIPPI REPORT CARD"

Jerry G. Mathews, Hugh Peck, Dwight Hare, and Neil Amos, Mississippi State University

The purpose of this study was the reanalysis of Report Card data reported by the Mississippi Department of Education. The Report Card is a profile of school districts provided in accordance with state law. Included in the Report Card are levels of accreditation, school/district enrollment, test scores, levels of financial support, summary of Chapter 1 participation, and other

basic demographic information.

The levels of accreditation were used to group the districts. The groups were analyzed using six variables (composite test scores, graduation rate, average pupil expenditure, per pupil instructional expenditure, per pupil instructional expenditure without Chapter 1 funds, and percent of students eligible for free lunch) determined to be the most important in explaining differences in accreditation status.

Discriminate function analysis was used to identify variables important for distinguishing among levels of accreditation, which are based on test scores. Free lunch had the highest value selected.

Multiple regression analysis was used to indicate which variables were predictors of test scores. The regression analysis indicated that the measures of district socioeconomic status accounted for 62% of the variance in test scores.

Indicators of socioeconomic status was the most important variable indicated in the analysis. Levels of school accreditation continue to be indicators of community financial and economic status.

11:00 a.m. - 11:50 a.m. THE SEXES: AFFECT, ATTITUDES, AND ACADEMIC SKILLS (Symposium).....Jackson

Organizer: David A. Saarnio, Arkansas State University

Presenters: "OVERVIEW"

Since Maccoby and Jacklin's (1974) classic text, researchers have examined and reexamined the extent to which males and females differ psychologically. Because research to date has been inconsistent, questions remain regarding the influence of gender on academic skills and attitudes. In this symposium are presented the results of four studies in which was tested the importance of gender and gender identity for academic skills by examining a constellation of affective and attitudinal factors that relate to both gender and academic skills.

"GENDER ROLES AND STUDY HABITS"
Amy E. Robinson, Glenda P. Drozd, and David A. Saarnio, Arkansas State University

The relationship between gender identity and study skills on 129 undergraduates from a mid-south university was examined. Masculine characteristics were more strongly related to effective study habits than were feminine characteristics. Moreover, this relationship was more true for females than for males. The importance of gender-related characteristics and other implications for study habits will be discussed.

"IS DEPRESSION RELATED TO STUDY HABITS?"
Glenda P. Drozd, Amy E. Robinson, and David A. Saarnio, Arkansas State University

Depression, a problem for many adolesents and college students, may impair students' learning skills and reduce chances for academic success. Using 132 college students, the relation between study habits and depression was investigated. Females reported significantly more depressive symptoms than males. Students with more depressive symptoms did not have more difficulty with specific study behaviors, but did with off-task behaviors (i.e., getting focused on studying). Results help pinpoint specific problems exhibited by students with depressive symptoms as well as sex differences in problems.

"GENDER, GENDER ROLES, AND LOCUS OF CONTROL"
John R. Slate, David A. Saarnio, and Craig H. Jones, Arkansas State University

Undergraduate students at a mid-south university were surveyed regarding the relationship between gender roles, locus of control, and gender. Differences were found between males and females in femininity, but not masculinity. Relationships among gender roles and locus of control differed by sex, even though mean differences in locus of control subscales were not present. Implications are discussed.

"GENDER DIFFERENCES IN CONCEPTIONS OF INTELLIGENCE"
David A. Saarnio, John R. Slate, and Craig H. Jones, Arkansas State University

The amount of effort exhibited in a learning task (e.g., using study skills) is related to a person's conception of intelligence (i.e., entity versus incremental). Persons with an entity perspective are more likely to pursue performance goals that involve comparisons with other people rather than mastery goals that require more effort. The relationships among conceptions of intelligence for 96 undergraduates were investigated. Differences were present between males and females regarding performance goals and confidence in their abilities, but not concerning their perspective of intelligence. Relationships among gender roles and conceptions of intelligence differed for males and females. These attitudinal factors may provide an avenue for promoting academic skills and achievement.

"DISCUSSION"

How important is gender in academic environments? Results presented in this symposium depict the complexity of gender's relation to academic attitudes and skills. Simply looking at mean gender differences may not present the entire picture of gender-related influences in academic contexts. These findings have significant implications for educators, counselors, and researchers.

11:00 a.m. - 11:50 a.m. EXCEPTIONAL EDUCATION (Discussion)..... Forum West

Presider: Richard Kazelskis, University of Southern Mississippi

Presenters: "THE INCLUSION OF DIFFERENTLY-ABLED CHILDREN IN THE REGULAR CLASSROOM"

Angela Lewis, University of Montevallo

There is a need for clearer inclusion guidelines. The lack of clear guidelines has lead to animosity on the part of teachers, administrators, and parents, toward the philosophy of inclusion. The purpose of this study was to examine the inclusion of differently abled students into regular public school classroom cultures.

This was a qualitative program evaluation that resulted in changes in the way inclusion was implemented in the school cultures studied. Differently-abled students in this context are defined as students with physical or ability challenges who are served in the regular public school classroom.

Data collection included: examination of documents, interviews with staff and administration, and direct observations. In particular, various teams implementing inclusion

were observed to examine elements of a "successful team" and elements of an "unsuccessful team." The documents and interviews were analyzed for common themes and compared to the results of participant observations (Patton, 1987).

The conclusions were a list of recommendations to improve the implementation of inclusion in this school environment for the upcoming school year. Major recommendations included: team building, expanded planning times and increased teacher education strategies for working with differently-abled students.

"RELATIONSHIPS OF THE WISC-R, WRAT-R, AND THE KM-R FOR STUDENTS WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER"

Vicki Little and John R. Slate, Arkansas State University, and Michael Prince and David Blaske, Child and Youth Development Center

Although the diagnosis of Attention Deficit Hyperactivity Disorder (ADHD) remains highly controversial, children with this condition are eligible to receive special assistance at school provided that their academic skills are "adversely affected." Typically given to assess whether an adverse impact is present are the Wechsler Intelligence Scale for Children-Revised (WISC-R), Wide Range Achievement Test-Revised (WRAT-R), and the KeyMath-Revised (KM-R). We examined the relationships among these three tests for a sample of students with ADHD.

Data were collected from the psychological folders at a private practitioner in the mid-south on a sample of 37 Caucasian children (M age = 9 years, 5 months; 19 males, 18 females) diagnosed with ADHD.

The WISC-R IQs, significantly correlated with all of the WRAT-R (rs = +.42 to +.58) and KM-R subtests (rs = +.60 to +.71), were more highly related to the KM-R than to the WRAT-R for assessment of mathematical skills.

"THE DEVELOPMENT AND EVALUATION OF A TRAINING CURRICULUM FOR RESPITE CARE WORKERS"

Joan C. Harlan, Mitylene Arnold, and Gary Mooers, University of Mississippi

The purpose of the study was to develop and evaluate a training curriculum for respite care providers (those responsible for in-home care of individuals with developmental disabilities). Professionals representing social work, education, psychology, nursing, communicative disorders, and physical therapy developed, reviewed, and refined the curriculum for the 11 workshop-format training sessions. Session topics included needs and characteristics of families of children with developmental disabilities, introduction to developmental disabilities, language/communication, behavior management, detecting and reporting child abuse/neglect, supporting families of children who have HIV, and physical management.

There were 25 trainees in each session (total N=275). Trainees were mostly females, many were homemakers, and some held part-time jobs. The four trainers were a social worker, a physical therapist, a faculty member from social work, and a faculty member from special education.

Trainees completed two 10-item researcher-derived evaluation instruments: one on the training itself, which used a scale of 1-7, and another on the trainers' presentations. Trainees were also able to make additional open-ended comments. Data were reported as averages, and comments/narratives were reported per item. Both workshops and trainers were rated as overwhelmingly effective. More information on selected topics was deemed necessary.

11:00 a.m. - 11:50 a.m. SOCIETY AND EDUCATION POLICY (Discussion).....Forum East

Presider: Cynthia M. Gettys, The University of Tennessee

Presenters: "PHYSICALLY DISABLED STUDENTS ON THE COLLEGE CAMPUS: THE LAST MINORITY"

Brooks E. Walthall, University of Central Arkansas

For the first time in the history of our nation, disabled individuals have legislated rights which allow them to truly function as members of the societal mainstream. Federal laws such as the Americans with Disabilities Act (ADA), Section 504 of the 1973 Rehabilitation Act, and the Individuals with Disabilities Education Act (IDEA) have all contributed to the movement toward more accessibility to the disabled.

Within the past ten years, the number of students with physical disabilities entering institutions of higher education has increased dramatically. With this increase comes additional responsibilities for the institution, other students, and the disabled student. Discrimination based on noticeable physical differences is a well-established problem on college and university campuses.

Factors contributing to prejudice and discrimination against physically disabled college students were identified, described, and examined for validity and degree of influence. In addition, major issues were addressed from the standpoint of how these issues affected the disabled student's educational experiences.

"ASSESSING COLLEGE STUDENTS' ATTITUDES, KNOWLEDGE, AND BEHAVIORS TOWARD HIV/AIDS"

Cheri Smith, Carolyn Miller, and John Burling, The University of Montevallo

The purpose of this ongoing study was to assess attitudes, knowledge, and behaviors in college students toward Human Immunodeficiency Virus (HIV) and Acquired Immunodeficiency Syndrome (AIDS). The researchers sought to utilize the information in educational and skill-building programs for college students. Assessment of attitudes, knowledge, and behaviors was obtained from a sample of 174 (53 males and 121 females) college students (freshman through senior classification) in health wellness classes. An 81-item survey, constructed by the university researchers, was administered twice during the semester.

Various analyses including t-test correlations and analysis of variance were conducted to look at correlational relationships. The researchers also looked for significant differences between various groups with regard to attitudes, knowledge, and behaviors toward HIV/AIDS.

Preliminary analyses have revealed significant differences between several groups surveyed. College educators interested in enhancing students' HIV/AIDS education should be interested in the results and the implications for future educational intervention strategies.

"DRUG ABUSERS' PERCEPTIONS OF FACTORS RELATED TO DRUG ABUSE"

Kathy Billips, John R. Slate, and Irmo Marini, Arkansas State University

Substance abuse, estimated to affect over 40 million Americans, has serious effects on families and school-aged children/adolescents. One reason cited by many adolescents for substance abuse is the influence of peer relationships. In this study, we investigated drug abusers' perceptions regarding factors such as perceived support from others related to their abuse of drugs.

Seventy-five persons (58 males, 17 females), currently under treatment for substance abuse in five different treatment centers in a southern state, completed a modification of Emener's Alcoholism Treatment Survey (ATS). Areas assessed in the ATS included: drug usage, peers, family, society, health, and quitting.

Forty percent of respondents began using drugs between 11 and 15 years of age. Males began using drugs at an earlier age than females. Over 90% of participants used drugs with other people to help in relaxation and coping. About 75% reported that other family members abused drugs. Discriminant analyses revealed questionnaire items that predicted the age at which subjects began using drugs and the typical use pattern of subjects.

Counselors, faced with the increasing numbers of adolescents who abuse drugs, should be knowledgeable regarding drug abusers' perceptions of factors related to drug abuse.

11:00 a.m. - 11:50 a.m. RESEARCH METHODOLOGY (Training)..... International

Presenters: "SERVICE LEARNING AND QUALITATIVE RESEARCH: A NATURAL LINKAGE"

Jacquelyn P. Robinson, Auburn University, and Herbert R. Horne, Jr., Alabama State Department of Education

Service learning, a form of experiential education in the context of community service, has received national attention under the Clinton administration. Projects that couple effective learning with meaningful community service offer a fruitful area for educational research in the coming years. The reflective component is a continuous and ongoing part of the service learning model; this component in many ways mirrors qualitative research methodology. This one-hour training session will help prepare the researcher to collect qualitative data in the context of service learning.

The scope of this training session will include familiarizing participants with service-learning concepts, with emphasis on the service-learning cycle. How to utilize the reflective component of the service-learning cycle as a vehicle for conducting meaningful qualitative studies will also be explained.

The objectives of this training session are to: explain the concept of service learning, understand the mechanism of the reflective component of service learning, and integrate qualitative research methodology and the reflective component of service learning.

In addition to the use of audiovisuals, activities include lecture, group and individual learning activities, and a brief question-and-answer period.

12:00 p.m. - 12:50 p.m. EARLY CHILDHOOD EDUCATION (Discussion) ..... Polk

Presider: Mary J. Lush, Delta State University

Presenters: "KINDERGARTNERS FROM INTACT AND NON-INTACT FAMILIES: SOME COMPARISONS"

Joanne M. Grymes and Dianne Lawler-Prince, Arkansas State University

The literature contained research that indicates a relationship between family structure and variables such as self–esteem and peer interactions for older children. Children

from "traditional" families often seemed to fare better than their peers from divorced and other "non–traditional" family structures. This analysis investigated the response patterns of kindergarten children to specific items of a measure of self–concept.

One hundred fifty–four kindergartners responded to the Woolner Preschool Self–Concept Picture Task as part of a larger study. Over half lived in intact families (59.9%), while the remaining 40.1% lived in either one–parent, blended, or other family structures. No difference for overall self–concept score by family structure was found ($F(3, 148) = 0.10$, $p = .05$).

Responses to three specific items that might be related to family structure were analyzed: acceptance/rejection of the father, happy/unhappy, and dependent/independent. Using chi–square analyses, only one difference between the intact and non–intact group was found. On the dependent/independent item, the real and ideal description of children from intact families, were more likely to coincide than for children of non–intact families ($x^2 (1, n = 154) = 4.29$, $p \leq .05$).

"EFFECTS OF TELEVISION VIEWING PATTERNS ON WRITING ACHIEVEMENT OF YOUNG CHILDREN"

Mary N. Ayers, Tennessee Technological University

The purposes of this study were to identify the television viewing time, habits and patterns of young children and to determine the effects of television viewing on writing achievement. The sample consisted of sixty first graders, forty-six second graders, fifty-two third graders and seventy-six fourth graders for a total of 234. A television survey instrument was administered to the subjects to ascertain viewing habits and patterns, active/passive interaction and selected receptive and expressive language. In addition, two writing samples were obtained from each of the subjects and holistically scored with additional measurement of concept development, moral values, violence attitudes and communication styles.

Analysis from the television survey instrument revealed gender differences in habits of older children. Mean viewing time increases with age and differences in variables such as interaction patterns and heroes/heroines were noted. Messages of violence and language pertaining primarily to physical harm in the writing samples were found. Writing achievement and styles were also examined by gender, age, and television viewing patterns.

This study provides more knowledge for professionals working with young children concerning the influences of television on the learning and writing achievement of different ages of children.

"WRITTEN RETELLINGS AS AN INSTRUCTIONAL STRATEGY AND POWERFUL ASSESSMENT TOOL FOR CHILDREN'S WRITING DEVELOPMENT"

Rita Boydston and Gene Geist, The University of Alabama-Birmingham

The purpose of this study was to determine if practice in written retellings would enhance second-graders writing development. This investigation used both quantitative and qualitative data analyses over a 12-week treatment period. Factors other than practice over time were examined. These factors included: the interest of the child, the amount of time given to complete the written retellings, and the opportunity given for social interaction.

Pre- and post-scores on the Test of Written Language-2 were analyzed by using a two-way analysis of variance with repeated measures. Paired t-tests were used to analyze the data collected from the pre- and posttest scores from a Written Retelling Summary Sheet. In addition to the pre- and posttests, random samples of 10 written retellings were collected from two children in each of the treatment groups. Content analysis was conducted to analyze the themes and categories that emerged during the children's written retellings.

After analyzing children's written retellings using both quantitative and qualitative methods, it became apparent that the quantitative measures did not provide a clear picture of how second-graders develop as writers. It was also concluded through qualitative analysis that factors other than practice over time influence the quality of children's written retellings. This study provides insight into children's writing processes and the factors that influence them as writers.

12:00 p.m. - 12:50 p.m. PRINCIPALS (Discussion).....Jackson

Presider: Rebecca Wasson, The University of Memphis

Presenters: "CHARACTERISTICS AND BELIEFS OF PRINCIPALS IN RURAL/REMOTE/SMALL HIGH SCHOOLS"

Dan L. King, Arkansas State University, and Robert N. Hutchison, Mississippi State University

The purpose of this study was to collect descriptive data concerning principals of smaller rural and rural/remote high schools. A great deal of information has been collected and written about the characteristics of high school principals. However, most of these data have focused on either the larger urban or suburban high school principal. Little has been written to describe the characteristics and beliefs of principals of small high schools; even less study has focused on the unique character of principals of smaller rural and rural/remote high schools.

This session will present the result of a survey designed to collect descriptive data on the demographic characteristics, professional background and preparation characteristics, attitudes toward current educational leadership issues, beliefs regarding the identification of power groups with the principals' school community, and general thoughts on education (elementary through graduate school).

Surveys were sent to 500 school principals in the mid-south. The data were analyzed to determine whether differences exist between principals of small high schools in rural-remote areas versus rural-nonremote locations. Differences between geographic regions were also examined.

"FUTURE PRINCIPALS' RESPONSES TO PARENT INVOLVEMENT MODULES"

Linda T. Jones and Jack G. Blendinger, Mississippi State University

The purpose of this descriptive study was to determine the reaction of preservice school administrators to learning techniques for involving parents in their children's education. Research increasingly demonstrates that parent involvement and student success are closely related. Goals 2000 reform legislation includes the new national goal that every school will strive to increase parent involvement and participation.

Subjects in the study consisted of 216 experienced teachers preparing to be principals. Parent-involvement modules were taught to the future administrators as integral parts of two required school administration courses. The modules covered school-home communication, helping parents to assist in their children's learning at home, and encouraging parent participation in school events and activities. After experiencing the parent-involvement modules, the subjects completed a brief questionnaire.

A chi-square test measuring usefulness indicated an observed value of 441.574 and was significant at the .001 level. Feedback from open-ended questions was overwhelmingly

positive. Preservice school administrators believe that parent-involvement training is important to their future careers and that it should be part of their preparation program.

"A QUALITATIVE STUDY OF THE COLLABORATIVE NATURE OF THE MISSISSIPPI ADMINISTRATOR DEVELOPMENTAL NETWORK"

Charles A. Fowler, Ned B. Lovell, and Cynthia S. Dickens, Mississippi State University

The Mississippi Administrator Developmental Network (the NETWORK) was established to provide training for aspiring administrators. Five public universities and the Mississippi Association of School Administrators are the key sponsors of the NETWORK. The NETWORK has three goals: to provide collaborative training programs for entry-level school administrators, to contribute to systemic change by preparing quality administrators for the 21st century, and to provide a process for identifying, selecting, and training prospective school-based administrators. The purpose of this study was to examine the nature of the NETWORK and gain a better understanding of the collaborative process utilized to implement and deliver these services.

It was the intent of this study to contribute to the development of a body of collaborative theory that is in need of additional studies. The researchers developed a case study utilizing the following qualitative techniques: open-ended interview, document analysis, and participant observation. The researchers present preliminary findings and provide recommendation for further research.

12:00 p.m. - 12:50 p.m. EDUCATING INNER-CITY CHILDREN: AN EXAMINATION OF ALTERNATIVE PROGRAMS (Symposium)..... Forum West

Organizer: Steven M. Ross, The University of Memphis

Presenters: "OVERVIEW"
Steven M. Ross and Lana J. Smith, The University of Memphis

During the past year, the presenters implemented and evaluated several intervention programs designed to help inner-city elementary children succeed academically. The symposium consists of four papers describing these programs and their research outcomes. Both curriculum and research materials are shared with audience members. Audience reactions and questions are invited.

" 'SUCCESS FOR ALL' AND ITS EFFECTS: FOUR YEARS IN FOUR CITIES"

Steven M. Ross, Lana J. Smith, Jason P. Casey, Gwen Boyd, and Carole Bond, The University of Memphis

The Success for All (SFA) model (Slavin et al., 1990) is designed to prepare at-risk children to perform at grade level by the third grade through strategies consisting of cross-grade regrouping in language arts, individual tutoring, reduced class sizes, and cooperative learning. This paper describes the implementation and evaluation of SFA at schools in Memphis, TN (4 years), Montgomery, AL (3 years), Caldwell, ID (3 years), and Ft. Wayne, IN (3 years).

"EARLY INTERVENTIONS TO DEVELOP READING INTEREST AND SKILLS: A LONGITUDINAL EVALUATION OF THE SING, SPELL, READ, AND WRITE PROGRAM IN SIX URBAN SCHOOLS"
Carole Bond, Jason P. Casey, Lana J. Smith, and Steven M. Ross, The University of Memphis

The Sing, Spell, Read, and Write (SSRW) program is designed to develop early readiness and motivation for reading and language skills development, emphasizing phonics and active learning. An evaluation in 1991-1992 of a city-wide implementation of the program showed positive outcomes on reading and language tests for participants in kindergarten and first grade compared to matched control students. The present study continued this research by following the progress of the matched pairs in the two succeeding school years.

"THE ROLE AND SUCCESS OF MAGNET SCHOOLS IN AN URBAN DISTRICT: AN EVALUATION OF VARIED SCHOOL PROGRAMS"
John Nunnery, Steven M. Ross, Lana J. Smith, Duane Gardner, Leslie Nath, Linda Bol, Carole Bond, Dionne Chalmers, Amy Dietrich, Rex Enoch, Ann O'Connell, and Richard Ranta, The University of Memphis

Magnet schools emerged in the 1970s, primarily as a response to desegregation initiatives. Their main purpose was to create "special schools" (such as for performing arts, academic enrichment, or vocational preparation) to induce students to attend schools outside of their own neighborhoods. In the 1990s, such schools continue to exist, although the goals have shifted to place increasing emphasis on dealing with diversity as well as racial integration of schools. The present study, commissioned by the school board of a large urban system, evaluated and compared 12 magnet schools offering alternative programs.

"READING RECOVERY VS. COMPREHENSIVE INTERVENTION STRATEGIES FOR INCREASING READING ACHIEVEMENT FOR AT-RISK CHILDREN"
Lana J. Smith, Steven M. Ross, and Jason P. Casey, The University of Memphis

Reading Recovery, developed by Marie Clay in New Zealand, provides intensive and systematic one-to-one tutoring to first-grade students in need of special help. The present study evaluated the implementation of Reading Recovery at a school with regard to learning outcomes, school climate, and parent and teacher involvement. Important to the evaluation design was the comparison of outcomes to those of an alternative intervention program, Success For All, offered at a similar school in the same district. Comparisons were made over a two-year period on reading achievement scores between overall samples and subsamples of tutored, non-tutored, and special education students.

12:00 p.m. - 12:50 p.m. **MATHEMATICS AND SCIENCE EDUCATION (Discussion).....Forum East**

Presider: Toni Perdomo, University of Southwestern Louisiana

Presenters: "COLLEGE STUDENTS' PERFORMANCE ON THE CULTURAL LITERACY SCIENCE ASSESSMENT INSTRUMENT"

Fred H. Groves and Ava Pugh, Northeast Louisiana University

The purpose of this study was to compare student performance on a science literacy instrument for gender, college major, and size of high school attended. The Cultural Literacy Science Assessment Instrument (CLSA), developed by Cannon and Jinks for determining science literacy of undergraduates, was employed in the study. The CLSA was administered to 329 undergraduate and graduate students in the Colleges of Education, Liberal Arts, and Pure and Applied Sciences for the 1992-93 academic year. Data were analyzed by means of the Scheffe' ANOVA, which revealed no significant differences for the independent variables of gender and size of high school. However, the variable of college major was significant at the $p \leq .001$ level.

Conclusions revealed that sex was not a factor for science literacy nor was the size of high school attended. However, junior and senior science majors scored significantly higher than others surveyed. Implications for the study suggested that the CLSA instrument can be generalizable for nonscience majors and can be a valid instrument for assessing science literacy.

"INTEGRATING SCIENCE AND LITERACY: A THEMATIC APPROACH"

JoAnne H. Belk, Gary Benton, and Linda K. Walker, Mississippi State University-Meridian

There appears to be a consensus among educators concerning the lack of instructional time for teaching science in the elementary grades. Because of the limited instructional time for science, many teachers cannot provide in-depth studies of science concepts.

Current research findings indicate a need for the improvement of science education beginning at the elementary level. Science educators consider the cumulative lack of in-depth instruction, such as hands-on activities and science process skills as contributing factors toward negative attitudes and lack of achievement in science. Reading researchers and practitioners also see the need for in-depth content-oriented, purposeful activities in reading as a means of developing applied comprehension and process skills. Recent findings indicate a strong overlap between applied reading skills and science thinking/process skills. These research findings support the trend toward an integrative curriculum.

The implications of integrating science and literacy include increased instructional time for science, integrating in-depth science activities with direct reading instruction to foster science-concept mastery and reading comprehension skills, and knowledge growth as a result of thematic instruction.

"GENDER ISSUES IN THE MATH CLASSROOM: A COMPARISON OF MATH ANXIETY"

Kathleen T. Campbell, Loyola (LA) College Prep, and Cay Evans and Cynthia Olsen, Louisiana State University-Shreveport

Gender differences in performance on standardized math tests, as well as attraction to math courses and math-related careers, have been attributed to biological, sociocultural, and natural ability factors. The controversial theory that males possess superior mathematics ability is related to the professional development of females because male-dominated careers with high status and financial rewards require skills in mathematics. More recent studies suggest that females experience a higher level of math anxiety, perhaps as a result of gender bias in the classroom.

The study compared math anxiety among females in an all-girls', ninth-grade algebra class with males and females in a coed, ninth-grade algebra class taught by the same instructor in a small, nonpublic high school.

An analysis of variance revealed important differences between the two females groups in math anxiety. Moreover, the level of math anxiety actually increased among the females in the coed class, while the level of anxiety decreased among the females in the all-girls' class and among the males in the coed class.

The researchers concluded that single-sex classes seem to provide females with more confidence and less anxiety in mathematics.

"SEX DIFFERENCES OF SENIOR HIGH SCHOOL STUDENTS ON MATHEMATICS PERFORMANCE"

Hae-Seong Park and Scott M. Norton, Louisiana State University

The purpose of the study was to examine the sex differences of senior high school students on mathematics performance. The study utilized data from a sample of 47,813 Louisiana tenth-grade students who participated in the Graduation Exit Examination. The mathematics performance was measured through eight dimensions: fractions and operations, decimal numbers and operations, ratio and proportion, measurement, geometry, probability and statistics, pre-algebra, and algebra.

A two-way (gender x ethnicity) multivariate analysis of variance (MANOVA) was employed. The results showed that sex differences were significant ($p<.001$) on mathematics performance; however, according to the results of univariate analysis of variance, no significant differences were detected in pre-algebra. In three dimensions (fractions and operations, decimal numbers and operations, and algebra), female students outperformed male students, while male students outperformed female students in the other four dimensions (ratio and proportion, measurement, geometry, and probability and statistics).

The results of this study contradict some previous research findings. The applicable policies and some implications of this research were also discussed.

12:00 p.m. - 12:50 p.m. RESEARCH METHODOLOGY (Training) ..... International

Presenters:

"TALES FROM THE EDITORIAL CRYPT: HOW TO PLEASE EDITORS WITH YOUR MANUSCRIPT"

Jeffrey Gorrell and Stephanie Bond, Auburn University, and James E. McLean, The University of Alabama

The purpose of this training session is to acquaint writers with bugaboos and dilemmas associated with pleasing editors of professional journals. Editors from three professional journals (The Professional Educator, Research in the Schools, and National Forum: the Phi Kappa Phi Journal) will discuss issues associated with meeting editorial standards for publishability, clarity, and style.

James McLean addresses the topic of "What Constitutes a Publishable Manuscript," particularly with reference to research journal standards for contribution to the knowledge of the field. Jeffrey Gorrell discusses issues associated with "Communicating Effectively With the Editor and the Editorial Staff" during submission, revision, and in-press stages of a manuscript. Stephanie Bond provides tips on "How to Endear Yourself to the Editorial Staff," concentrating on what constitutes good manuscript style and presentation. Specific stylistic and grammar suggestions are made, along with tips for making quick and easy edits of your manuscript.

Trainers supplement their written comments with a brief oral summary of their topics and an invitation for participants to engage in colloquy concerning stylistic, formal, and

ethical issues associated with manuscript preparation. Participants are encouraged to bring their questions, concerns, and tales of their editorial experiences to the session.

1:00 p.m. - 1:50 p.m. **ETHNICITY AND SCHOOLING (Discussion)..... Polk**

Presider: Dot Reed, Air University Headquarters

Presenters: "CULTURAL RETENTION AND EDUCATIONAL ACHIEVEMENT: A CASE STUDY OF TWO CHINESE STUDENTS"

Lei WeiPing Wang and Carol Etheridge, The University of Memphis

It had long been assumed that abandoning one's culture and language made it easier for immigrants to adjust to the American way of life and excel in the United States educational system. This study challenged this assumption. The purpose of the study was to determine the relationship between cultural retention and educational achievement among Chinese students.

The author interviewed two Chinese students and their parents. In one case, the parents did not want their son to retain Chinese culture or the language. They felt that he should be a "pure American." In the other case, the parents spoke to their daughter at home in Chinese, sent her to Chinese-language school, and spent considerable time and effort teaching her Chinese history and culture.

The author found the latter student to be much more well adjusted to the school environment and had a better relationship with her parents. The author also found that the boy, who wanted to abandon his culture and language, had difficulty adjusting to school. He was hurt by the fact that he was not always accepted although he tried very hard to be like the other students. He appeared to have a self-identification problem.

"RACIAL DIFFERENCES IN PARENTAL DISCIPLINE PRACTICES"

Winifred C. Nweke, Marcia Rossi, and Danjuma Saulawa, Tuskegee University

This study investigated the differences in discipline practices between African-Americans and white Americans. The following questions were addressed: Do African-American and white Americans differ in discipline practices, and Is there an interaction between education and race on discipline practices?

A survey was conducted of 130 introductory psychology students from two universities: one historically black, and the other predominantly white. A questionnaire elicited biographical data of subjects and information regarding the discipline practices and beliefs of their parent(s) or guardian(s). The chi-square test and an analysis of variance technique were used to analyze the data.

Results showed that both parents of white and African-American subjects would punish misbehavior that occurred outside the home but the place and time of punishment differed. Also, it was found that while 87.5% of the mothers were responsible for discipline in the African-American-American families, only 51% of the mothers in the white families had that responsibility. There were also significant main effects of educational level on the tendency to use reinforcement and of racial differences in parenting beliefs.

This study helps clarify areas of differences in parental discipline practices between African-Americans and white Americans.

"THE ASSOCIATION OF SELECTED ATTRIBUTES OF FIRST- AND LAST-BORN AFRICAN-AMERICAN STUDENTS WITH AND WITHOUT LEARNING DISABILITIES WITH FIRST-BORN BIRTH-ORDER CHARACTERISTICS"

Carolyn F. Woods, East Baton Rouge Parish (LA) School Board; Rodney W. Woods, Louisiana School for the Visually Impaired; and Jimmy D. Lindsey, Southern University-Baton Rouge

The purpose of this study was to determine if significant associations exist between selected attributes of first- and last-born African-American students with and without learning disabilities with first-born birth-order characteristics. One hundred African-American students, 50 without learning disabilities and 50 identified as learning disabled (LD), in middle and secondary schools, were selected to serve as subjects. SPSS PC+ 4.0 descriptive and chi-square statistical procedures were used to analyze the data. Subject variables included exceptionality status (not LD or LD), birth order (first- or last-born), gender, and family size (<3 or ≥ 3). First-born birth-order characteristics included Relates to Adults, Leadership Qualities, Low Self-Esteem, Conservative, and Passive-Aggressive. Null hypotheses were assumed for all analyses, and an .05 level was the criterion for significance. Results indicated that selected attributes of this sample of African-American students were rated with first-born birth-order characteristics. Specific findings, conclusions, limitations, and recommendations will be presented during the research session.

"EDUCATIONAL GAINS - A PRODUCT OF POLITICAL ACTION: IDEOLOGICAL SIGNS OF BLACK AND WHITE LEADERSHIP IN LOUISIANA"

Paul H. Hester, Southern University-Baton Rouge

The basic tenet of this paper is that educational benefits received by four African-American communities in the state of Louisiana are a product of political interaction. Over the last two decades, researchers have given considerable attention to ideological issues in education. Nowhere is the topic more keenly debated than by scholars in the politics of schooling. Because education systems are composed of interest groups competing for scarce resources, ideological conflicts frequently surface.

Therefore, the purpose of this paper is to determine if the pattern of education benefits distributed to four African-American communities in Louisiana can be used as indicators (or signs) of political action. In addition, can these gains be construed as a "semiotic system" to frame a language that gives voice to the nature of political behavior? The specific objective of this paper is to show how the researcher sets out to uncover a coherent theory that underlies the facts.

The method used in this study comports well with the notion espoused by Levi-Strauss and his followers. They conceive of structure as a set of rational and logical principles that generate the surface structure of social-cultural phenomena.

1:00 p.m. - 1:50 p.m. **STUDIES IN WHOLETHEME TEACHING AND LEARNING (Symposium)..... Jackson**

Organizer: Asghar Iran-Nejad, The University of Alabama

Discussant: Jeffrey Gorrell, Auburn University

WEDNESDAY, NOVEMBER 9, 1994

Presenters: "AN OVERVIEW OF WHOLETHEME TEACHING AND LEARNING"
Asghar Iran-Nejad, The University of Alabama

This presentation discusses the background research and the theoretical foundation of wholetheme teaching and learning as it relates to the studies presented in this symposium.

"WHOLETHEME LEARNING CONCEPTIONS AND STYLES"
E. Langston Haygood and Asghar Iran-Nejad, The University of Alabama

This study investigated the relationship between learning conceptions and styles. Learning conceptions were defined from traditional and wholetheme perspectives and measured using a learning conceptions inventory. Learning styles were measured using MBTI. This presentation discusses the findings.

"THE MULTISOURCE NATURE OF WHOLETHEME LEARNING"
Sharon Thompson, Florida Baptist Convention, and Asghar Iran-Nejad, The University of Alabama

This presentation discusses a study that used a situationally authentic cultural simulation to manipulate the multiple sources that must hold simultaneously in order to change the cultural and or attitudinal biases of children. The experimental group spent two days in a culture camp simulating a situationally authentic Mexican village. The control group was taught using traditional teaching methodology. This paper discusses how the findings relate to multisource wholetheme learning.

"AUTHENTIC LEARNING FROM A WHOLETHEME PERSPECTIVE"
Bea Volkman, Cynthia S. Sunal, and Asghar Iran-Nejad, The University of Alabama

This study reports how seminars focusing on authentic learning viewed from a wholetheme perspective impact preservice novice teachers' beliefs, self-efficacy, and perceptions of diversity. Treatment seminars focused on the wholetheme approach to teaching. The control group capitalized on the writing process. This presentation discusses the quantitative and qualitative findings of the study.

"READING STRATEGIES OF STUDENTS WITH DIFFERENT LINGUISTIC BACKGROUNDS"
Zhicheng Zhang, The University of Alabama

One hundred thirty-six subjects from different countries completed a reading stress inventory in an attempt to explore the underlying factors. Three factors were identified. A subsequent ANOVA using factor scores showed significant differences among various groups. The results are discussed from traditional and wholetheme perspectives.

1:00 p.m. - 1:50 p.m. ATTITUDES TOWARDS REFORM (Discussion)..... Forum West

Presider: Nathalie Cote, Vanderbilt University

Presenters:

"COLLABORATIVE SCHOOL CLIMATE ACTION RESEARCH FOR SCHOOL IMPROVEMENT"

Dennis C. Zuelke and Teresa M. Nichols, Jacksonville State University

The purpose of the research was to respond to a local school's efforts to improve relations among parents, teachers, and students. In 1993-94 two professors worked collaboratively with the school's administration and counselors in action research that consisted of developing, administering, and analyzing perception survey instruments that would result in action plans for school improvement. The following problems were investigated: school climate for students in advanced and standard diploma programs, school climate for emotionally-conflicted students, and unmet educational needs of seventh- and eighth-grade students.

Data collection involved faculty, parent, and student perceptions through survey instruments. Data analysis involved the application of descriptive statistics and ANOVA. Preliminary findings indicated strong support for the status quo among teachers in the high school. There were few significant differences between male and female teachers, less experienced and more experienced teachers, and teachers who teach seventh- and eighth-graders and those who do not. Narrative comments on parent and student surveys suggest that parents and students differ with teachers concerning teacher biases for or against student subgroups, student assessment, participation in extracurricular activities, relevancy of the curriculum, teacher competence, and scheduling of courses.

"THE CHALLENGE OF REFORM: HOW ARE KENTUCKY TEACHERS CHANGING THEIR ROLES AND PERCEPTIONS?"

Suzanne E. Cortez, Northern Kentucky University

This study examined the responses of Kentucky fourth-, eighth-, and twelfth-grade teachers to conditions of the Kentucky Education Reform Act, specifically, broad changes in educational assessment practices that make the teachers (4, 8, and 12) responsible for all assessments. Wherever performance does not meet established standards, probationary status may be followed by removal of teachers, principals, superintendents, and board members.

To gather information about teachers' perceptions of their readiness to carry out these responsibilities, a questionnaire was taken to over 200 fourth-, eighth-, and twelfth- grade teachers by education students throughout the first year of full statewide evaluation under the new act.

The following year (1993) another group of undergraduates visited teachers at the three assessment levels as a follow-up survey to identify changes in earlier perceptions and study effects of official results of the state's first sweeping assessment.

Changes in perceptions of KERA performance assessment were quantified by using a Likert-rating questionnaire and t-tests. Like findings from the first questionnaires, teachers of younger students were more positive than secondary teachers. Specific examples of frequently cited benefits and stresses of the reform act are discussed.

"SCHOOL-UNIVERSITY COLLABORATIONS: AN EXAMINATION OF FACULTY ATTITUDES"

Phyllis M. Metcalf-Turner, University of Louisville

This study investigated faculty attitudes and perceptions toward organizational change in colleges and schools of education with regard to building collaborative partnerships with public school professionals. The purpose of the study was to confirm the existence of and

describe the collaboration formation process within the conceptual framework of Professional Development Schools (PDSs). An inquiry-based, qualitative research design was employed.

The basic unit of analysis was the College of Education. Seven research institutions were chosen using purposeful sampling. Sixty-two individual interviews were conducted with selected deans, faculty members, teachers, and other relevant stakeholders.

A prescribed set of open-ended questions was used to conduct the interviews. Specifically, questions focused on the structural, process, and political dimensions of creating collaborative relationships.

The results of the study revealed that there is a clearly defined process that is virtually identical across all seven institutions involved in establishing PDSs. Collaboration as a process appeared to involve several distinguishable phases of development; namely, formalization and conceptualization; centralization in terms of who governs what, when, and how; and implementation of a mutually agreed upon event that served to initiate the collaboration process. Equally important were the issues of administrative support and politics, perceived to be influential in the collaboration formation process.

"AN ANALYSIS OF ATTITUDES AND PERCEPTIONS OF TEACHER EDUCATION STUDENTS TOWARD PUBLIC SCHOOL CHOICE"

Wing Fu Szeto, University of Southern Mississippi

School choice is an issue that has created much dissension among citizens, policy makers, and educators, with proponents on either side of the issue claiming a commitment to the improvement of education. Consequently, the teachers of the future are finding it necessary to clarify their own views regarding the choice controversy.

The purposes of this study were to investigate the viewpoints of teacher-education students in a selected university regarding school choice and to determine whether a set of attitudinal items regarding school choice could be useful in distinguishing these teacher-education students as regards their attitudes toward school choice.

A quantitative survey was distributed to teacher-education students at the University of Southern Mississippi. The instrument requested responses to various topics such as forms of choice that should exist, statements supporting choice, and the statements opposing choice.

Data were collected via a modified Q-sort strategy and results were subjected to Q-technique factor analysis. Several factor solutions were attempted, with results confirming the existence of clusters of the respondents as distinguished by the three categories of items. Item factor scores indicated distinguishing of the person clusters as those opposing school choice, those supporting choice, and those who were uncommitted.

1:00 p.m. - 1:50 p.m. **THE RELATIONSHIP BETWEEN MATHEMATICS ANXIETY AND TEST ANXIETY (Symposium).....Forum East**

Organizer: Richard Kazelskis, University of Southern Mississippi

Presenters: "OVERVIEW"

Debate continues in mathematics anxiety literature as to the distinction between mathematics anxiety and test anxiety. Several researchers question the "separateness" of mathematics anxiety and test anxiety; others contend that the two kinds of anxiety are related but not equivalent concepts. Symposium members present and discuss the findings of a comprehensive study that addressed this issue. Directions for future research are explored through interaction with the audience.

"INTERCORRELATIONS BETWEEN MEASURES OF MATHEMATICS ANXIETY AND TEST ANXIETY"
Lew Hall, Marilyn Larmon, and M.E. Kersh, University of Southern Mississippi

Intercorrelations between three measures of mathematics anxiety and three measures of test anxiety were obtained (separately for males and females), based on responses of 321 students enrolled in a freshman college algebra class. In general, the results showed only moderate intercorrelations within each set of math and test anxiety measures. The intercorrelations between the sets of math and test anxiety measures, however, were almost as high as those within the sets, bringing into question the "separateness" of the two constructs.

"RESULTS OF A META-ANALYSIS OF CORRELATIONS BETWEEN MATHEMATICS ANXIETY AND TEST ANXIETY"
Gahan Bailey, D.C. Holliday, and Carolyn Reeves-Kazelskis, University of Southern Mississippi

A review of the literature investigating the relationship between mathematics and test anxiety was conducted. A meta-analysis of the intercorrelations indicated only minor differences in correlations between the mathematics and test anxiety measures for male and female samples. Math test anxiety scores were found to be moderately correlated with general test anxiety scores, and the correlations between numerical anxiety and test anxiety scores were found to be low.

"RESULTS OF A CONFIRMATORY FACTOR ANALYSIS"
Kathy Cole and Richard Kazelskis, University of Southern Mississippi

A confirmatory factor analysis was conducted, using the responses of a sample of 321 students enrolled in a freshman college algebra class; separate analyses were carried out for male and female samples. The original model hypothesized two correlated factors representing mathematics anxiety and test anxiety; the model fit was poor for both male and female samples. Two alternative models were examined. The first model, which allowed one of the test anxiety measures to load on both the mathematics and test anxiety factors, was not an adequate model fit for either of the samples. The second model dropped one of the test anxiety measures from the analysis and this resulted in an exceptionally good model fit for both the male and female samples.

"MEASURING MATHEMATICS ANXIETY: DIRECTIONS FOR FUTURE RESEARCH"
M.E. Kersh, University of Southern Mississippi

The presenter invites the audience to suggest directions for future research in this area by considering questions such as: If mathematics anxiety and test anxiety are separate phenomena, is it possible to construct measures of each that do not overlap with the other? Is it possible to define mathematics anxiety without focusing on symptoms of anxiety? What are the major sources of mathematics anxiety?

1:00 p.m. - 1:50 p.m. **PROFESSIONAL DEVELOPMENT (Training)..... Embassy**

Presenter: "A TRAINING SESSION ON HOW TO PUBLISH EDUCATIONAL AND PSYCHOLOGICAL RESEARCH"

Bruce Thompson, Texas A&M University

Many myths remain pervasive regarding the process of publishing scholarly research. This one-hour training session is designed to communicate what is and what is not important as part of endeavors to publish. Publishing in both journals and books will be considered. Handouts will be employed to make the discussion concrete. The training session will not require or presume previous experience with efforts to publish. The trainer has published several books and monographs, a number of articles, and has served as an editor and editorial board member for several journals.

1:00 p.m. - 1:50 p.m. REFORM ISSUES (Round Tables).....Embassy

Presenters: "SYSTEMIC SCHOOL REFORM THROUGH INFORMED CULTURAL TRANSFORMATION: AN EXPLORATORY INVESTIGATION"

John Nunnery, E. Dean Butler, and Gordon E. Kenney, The University of Memphis, and Sadie Chandler, Tennessee State Department of Education

The dominant change model associated with systemic education reform acknowledges that modifications are needed in school cultures (beliefs, values, relationships, and expectations) if schools are to be more effective in educating all students. As part of the school reform movements, school administrators are expected to direct a cultural transformation of schools, using indicator systems that provide measures of school characteristics and effects on students' achievement over time. Tennessee's value-added assessment program is grounded on this perspective.

The present study examined relationships between organizational climates and effectiveness in a sample of Tennessee schools. Measures of seven constructs associated with effective schools were obtained from teachers in 27 elementary schools for three consecutive years. School improvement teams used the data to plan annual interventions in the sites.

Correlational analyses were conducted using three years of school climate indices and aggregate student achievement gain scores generated by the value-added assessment program. Results indicated that changes in school cultures are predictive of student achievement in the elementary grades. Results lent support to the use of comprehensive indicator systems in directing school reform and the call for cultural transformations of the schools.

"CAN PRINCIPALS SHED THEIR TRADITIONAL STYLE OF GOVERNANCE?"

Frances Trout and Oneida L. Martin, Tennessee Technological University

Complex problems have influenced organizations to change traditional hierarchal structures. Can public school administrators share educational decisions with teachers?

The purpose of this study was to examine whether or not faculty/staff perceived the principal applying a shared-governance method. A 15-item agreement survey collected data from a sample of 60 teachers/staff members in two states. Descriptive and chi-square statistics analyzed perceptions and significant gender and faculty/staff differences.

Faculty/staff perceived their principal applying a shared-governance method. A majority of the respondents perceived themselves having a shared role with decision-making processes. However, some significant perception differences were found between faculty, staff, and gender ($p<.05$). Females felt more constrained than their male counterparts ($p<.05$).

Significantly, the more the respondents perceived the freedom to work, the more they perceived the principal to trust them to make decisions.

The study concluded that faculty/staff prefer working with principals who empower and trust them. However, it is difficult for some principals to trust faculty to make pedagogical decisions. The study also concluded that females were less empowered than males.

"ADMINISTRATORS, TEACHERS, AND PARENTS RESPOND TO SOME SCHOOL CHOICE ISSUES"

Oneida L. Martin, Tennessee Technological University

Although school choice is gaining popularity, it remains a debatable issue among educators and parents. The purpose of this study was to assess school-choice perceptions among administrators, teachers, and parents. Data were assessed from 99 participants. Based on literature of school-choice issues, the survey consisted of 15 checklist statements. Data were analyzed with correlation and chi-square statistical procedures.

Most respondents were in favor of school choice, but they felt school choice will hurt school/community relations by allowing attendance outside the community. Significantly, there was a positive relationship between choice and student achievement perceptions ($p<.001$). Transportation issues were significantly related to tax increases ($r=.88$, $p<.0001$) and choice effects ($r=.77$, $p<.0001$). Hardly any significant choice-issue differences were found between administrators and teachers. Significant choice-issue differences were between parents and administrators/teachers. Parents were significantly in favor of a tax increase for school-choice transporation than educators ($p<.001$).

The study concluded that educators and parents favored school choice without free transportation. The three groups also agreed on most school-choice issues but were uncertain about the effects of choice on schools.

"KENTUCKY EDUCATION REFORM: TOWARDS THE PRACTICE OF MULTICULTURALISM IN TEACHING"

Samuel Hinton, Eastern Kentucky University

The Kentucky Education Reform Act of 1990 raised a multitude of expectations with regard to restructuring the school system and restating the philosophy of schooling. The purpose of this roundtable is to discuss how the practice of multiculturalism in teaching could be enhanced from the standpoint of a school philosophy that acknowledges that "all children can learn, although they cannot all learn at the same pace."

The National Council of Accreditation of Teacher Education (NCATE, 1986), defines multiculturalism as the recognition of the "social, political, and economic realities that individuals experience in culturally diverse and complex human encounters. . . . the importance of culture, race, sex, ethnicity, religion, socioeconomic status, and exceptionalities in the education process." How can this definition be translated into practical action from the standpoint of teacher education and the practice of teaching in the schools?

Questions on the implications of implementing school reform from a multicultural perspective will be addressed with regard to the statutes and the purported educational goals. Paradigms for practicing multiculturalism in teaching from several sources including the Kentucky Revised Statute 57; 376, 1990; NCATE, 1986; Banks, 1981 and 1988; Baruth and Manning, 1981; Chavkin, 1989; and Jaromilek and Foster, 1989 will also be presented. Audience participation is necessary and strongly encouraged.

WEDNESDAY, NOVEMBER 8, 1994

2:00 p.m.- 2:50 p.m. **PERFORMANCE AND ASSESSMENT (Discussion)..... Polk**

Presider: Ava Pugh, Northeast Louisiana University

Presenters: "THE RELATIONSHIP BETWEEN ASSESSOR AND ASSESSEE GENDER ON PERFORMANCE OBSERVATION RATINGS IN THE LOUISIANA TEACHER ASSESSMENT PROGRAMS FOR INTERNS (LTAPI)"

Shana Schuyten and Abbas Tashakkorri, Louisiana State University

The purpose of this study was to determine the effects of assessor and assessee gender on performance observation ratings received on the Louisiana Teacher Assessment Instrument (LTAI). This instrument was administered during the 1993-94 pilot phase of the LTAPI. The target population for the pilot study included all intern teachers in Louisiana's public schools. The sample consisted of 430 intern teachers and 721 assessors from 20 participating local education agencies.

The program has recently concluded the assessment phase of the statewide pilot test; therefore, data collection is not complete and extensive data analysis is pending. However, univariate analysis and correlational measures are anticipated. Tentative results indicated obvious gender-related trends. Preliminary descriptive data showed female interns to be more positively evaluated than male interns by their assessors. The data also indicated that a trend existed for females assessors to have rated intern teachers higher than did male assessors.

"EVALUATION OF THE EFFECTIVENESS OF IMPLEMENTATION OF A MATH MANIPULATIVES PROJECT"

Patricia S. Ernest, University of Montevallo

The evaluation design utilized qualitative and quantitative methodology to determine the effectiveness and implementation of training with manipulatives in the Math Manipulatives Program Workshop administered by Talladega College through the Eisenhower Mathematics and Science Education Program.

The effectiveness of the instruction was measured by a qualitative checklist, and perceptions of the usefulness of the provided manipulatives were assessed on a 23-item rating scale. These instruments, created by a project director, were administered to the participants at the end of the five-day workshop session. Utilization and response to the manipulatives data were gathered by on-site observations by the project directors, the workshop presenters, and the outside reviewer. A total of 40 teachers representing 26 schools participated in the workshop and the evaluation processes.

Response to the qualitative measures and data from the observations were coded and summed. Mean ratings were determined from the rating scales. Results of the analyses revealed the TI-81 graphing calculators as the most useful manipulative.

The project was successful in addressing the stated objectives through the techniques of well-organized workshop training sessions, follow-up reporting and evaluation, and extended local training. The manipulatives are being utilized extensively, and student attitudes, participation, and performance have been enhanced.

"THE CONVERGENT AND DISCRIMINANT VALIDATION OF A SUMMATIVE EVALUATION INSTRUMENT FOR STUDENT TEACHING"

Teresa M. Nichols and L. Quinn Head, Jacksonville State University, and Jimmy D. Lindsey, Southern University

The purpose of this investigation was to obtain validity evidence regarding an instrument used at a state university in which student perception of institutionally-stressed importance and her/his performance of various professional traits was measured. These measures were obtained from a sample of 87 preservice teachers at the end of student teaching.

Scores obtained from the institutionally-stressed importance component of this instrument were correlated with scores obtained from another instrument developed at a different state university claiming to measure the same construct. The same procedure also was followed regarding the students' perceived personal performance component of these instruments. Significant ($p<.001$) correlational coefficients of .82 and .78 between these instruments purporting to measure the same constructs provided supportive convergent validation evidence. The two constructs from each university's instrument were also correlated with ACT scores. Resulting correlational coefficients of -.13, -.19, -.16, and -.13 ($p>.01$) provided supportive evidence regarding discriminant validation. Alpha reliabilities of .92 or higher supported the internal consistency of which the two different components of both instruments measured.

Thus, some support for the instrument's validity was established. However, the researcher has suggested that additional validation procedures (e.g., predictions about group differences) be employed.

2:00 p.m. - 2:50 p.m. **AT-RISK BEHAVIORS (Discussion) .....Jackson**

Presider: John R. Petry, The University of Memphis

Presenters: "FAMILIAL VARIABLES RELATED TO DOMESTIC VIOLENCE"

Tracy Matlock, John R. Slate, and David A. Saarnio, Arkansas State University

Children today are likely to experience or witness violence in the home. With domestic violence the most frequent type of violent crime, children's homes are no longer a safe haven. In this study, we investigated familial variables predictive of domestic violence.

Data were collected from 64 intake forms at a battered women's shelter in the Mississippi delta. Most clients were white (86%) and had children (89%). The batterer was usually (61.3%) the family's financial provider, although most (71%) were unemployed at the time of abuse. Whether victims were physically abused as a child was correlated, $r=.74$, with whether their siblings were abused, and, importantly, to emotional, $r=.35$, and sexual, $r=.31$, abuse. Drugs/alcohol were involved in most cases (61%) involving battery. The victim's father being an alcoholic was correlated, $r=.41$, with spouse abuse between the victim's parents. The victim's mother being an alcoholic was associated, $r=.27$, with the victim's sexual abuse as a child.

These findings support theories viewing domestic violence as a familial pattern. Because of the laws requiring counselors to report suspected child abuse, counselors in schools must be knowledgeable about familial variables that predict domestic violence.

"EFFECTS OF A VIOLENCE-PREVENTION PROGRAM ON STUDENT UNDERSTANDING OF VIOLENCE"

John M. Enger and D. Lynn Howerton, Arkansas State University, and Debbie Stepp, Wynne (AR) Public Schools

Seventh–grade health classes received instruction on violence prevention. The violence-prevention program was a modification of the Prothrow–Stith *Violence Prevention: Curriculum for Adolescents* consisting of eight units: violence in society, homicide, risk factors, anger, expressing anger, fighting, what leads up to a fight, and alternatives to fighting.

Six seventh–grade health classes were randomly divided into three classes receiving the treatment with three classes acting as control. Forty–item pre- and posttests were administered before and after treatment. After the posttest, the three classes that acted as control were subsequently administered the treatment.

Overall, there was no significant difference between the experimental and control group on the pretest, with both groups getting more than half of the items correct. After treatment, the experimental group showed significant gains over the control group in overall performance on the 40–item knowledge test. In contrasting pre- and posttest performance by unit, the experimental group showed significant gains in all units but two, anger and expressing anger.

Students were very interested in violence prevention interacting freely in the discussions. Students were also very knowledgeable about various incidents related to the unit discussions.

"THE PROGRESSIVE USE AND ABUSE OF ALCOHOL AMONG HIGH SCHOOL STUDENTS"

C. Kaye Payne, Middle Tennessee State University

Alcohol, the leading psychoactive drug used by high school students, poses a problem for about 3.5 million teens between the ages of 14 and 17. The purpose of this study was to determine whether high school seniors are more likely to use and abuse alcohol than high school freshmen. A questionnaire was administered to 205 seniors and 135 freshmen representing four high schools within the same county. The Michigan Alcohol Survey Test (MAST) was used as the instrument of measurement.

The survey of freshmen indicated that 77% of those evaluated have no alcohol problem, 10% indicated they may have a possible problem with alcohol, 10% indicated they may have early signs of alcohol problems, 2% indicated moderate signs of alcohol problems, and 1% indicated they have severe to late signs of alcohol problems. The seniors evaluated indicated that 56% have no alcohol problem, 24% indicated they may have a possible problem, 14% indicated early signs of alcohol problems, 2% indicated moderate signs of alcohol problems, and 2% indicated they have severe to late signs of alcohol problems. The results suggested that there tends to be an increase in the number of teens who use alcohol as they progress through high school.

2:00 p.m. - 2:50 p.m. **NURTURING THE NEOPHYTE RESEARCHER: A MODEL FOR THE RESEARCH MENTOR (Symposium)..... Forum West**

Organizer: Donna H. Redmann, Louisiana State University

Presenters: "OVERVIEW"

This session is designed to provide information to individuals who are conducting research or are in the role of advising on the conduct of research. This advising may take the form of directing thesis or dissertation research or of assisting faculty who are neophyte researchers. It is also hoped that the experienced researcher may find some of the information presented here to be useful.

The session is structured such that the opening and closing segments take the form of panel presentations by all of the presenters. Following the closing segment, an opportunity for audience participation is provided through a question-and-answer segment.

"THE RESEARCH COMPONENT: THE REQUISITE SKILLS"
Donna H. Redmann and Michael F. Burnett, Louisiana State University; Marcia Anderson-Yates, Southern Illinois University; and B. June Schmidt, Virginia Polytechnic Institute and State University

One of the most productive ways to impact on the research conducted in any field is to improve the preparation of new professionals entering the field. This segment focuses on the necessary components of a program through that new researchers are prepared. This program may take the form of a graduate program, an inservice program, a sabbatical program, or a guide to the aspiring researcher who is seeking to gain skills through a self-help program.

"SELECTING A RESEARCH TOPIC"
Marcia Anderson-Yates, Southern Illinois University

The focus of this segment is on advising and assisting prospective researchers in completing the difficult process of topic selection. Issues regarding topic selection include but may not be limited to the following: timeliness, researchability, importance and significance to the profession, relevance, and scope. Other factors that can be important issues are balancing research topic selection with other responsibilities, program priorities, and funding availability.

"DESIGNING THE RESEARCH"
B. June Schmidt, Virginia Polytechnic Institute and State University

This segment addresses concerns such as the impact of the literature on the specific design of the study, selection of a research methodology, selection/development of measuring instruments, and sampling decisions.

"ANALYZING THE RESEARCH"
Michael F. Burnett, Louisiana State University

An often overlooked aspect of the research process is the selection of the most appropriate technique(s) for summarizing the data collected. This segment addresses factors to consider in determining the most appropriate statistical technique(s). Specific examples of the application of these factors are provided. Attention is given to a few of the less used statistical techniques.

"REPORTING THE RESEARCH"
Donna H. Redmann, Louisiana State University

This segment addresses selected issues in the reporting of the results of research activities. These issues will include but are not limited to the following: correctly interpreting test results, preparing the research report, drawing relevant conclusions, and making meaningful recommendations.

"PROBLEMS OF CONDUCTING EDUCATIONAL RESEARCH"
Donna H. Redmann and Michael F. Burnett, Louisiana State University; Marcia Anderson-Yates, Southern Illinois University; and B. June Schmidt, Virginia Polytechnic Institute and State University

Conducting research in the educational setting is not without its problems that must

be overcome. This segment identifies some of these problems and discusses their implications on the successful completion of educational research studies. The format of this segment is a panel presentation.

"AUDIENCE PARTICIPATION"
Donna H. Redmann and Michael F. Burnett, Louisiana State University; Marcia Anderson-Yates, Southern Illinois University; and B. June Schmidt, Virginia Polytechnic Institute and State University

Following the information presented by the panel members, the remaining time is dedicated to the concerns and unique problems identified in questions by the participants.

2:00 p.m. - 2:50 p.m. **ISSUES OF SCHOOL QUALITY (Discussion) .....Forum East**

Presider: Karen L. Clark, National University

Presenters: "A SCHOOL QUALITY EVALUATION AND PLANNING TOOL"

Brian E. Daly, Kentucky Science and Technology Council

The purpose of this study was to discover the efficacy of the Science, Mathematics, and Related Technologies Quality Measurement (SMARTQM) as a measure of total school quality and to determine the accuracy of this instrument in predicting school performance through improvements in student achievement.

SMARTQM is an integrated data collection and reporting system designed to determine how closely a school resembles the "ideal" school. It consists of 13 survey forms, site and classroom observation, and focus-group discussions designed to obtain a complete picture of a school. Participants in the process include: teachers, administrators, nonteaching staff, school-based councils, parents, students, previous students, and community members.

A total of 17 schools participated in the pilot testing of SMARTQM. Schools were selected to participate to fill slots in a sampling matrix. Schools were surveyed, visited by an evaluation team, and participated in focus groups. The evaluation team members independently scored the school on the SMARTQM characteristics.

Preliminary results indicated that the 14 score areas were consistent with independent means (Pearson > .6), that the surveys exhibited internal reliability (Cronbach Alpha > .8), and that SMARTQM scores were consistent with changes in student achievement. The SMARTQM is a viable school improvement tool.

"AN ANALYSIS OF STATE REPORT CARDS IN SIX NORTHEASTERN STATES"

Gordon C. Bobbett, Educational Consultant, Knoxville, Tennessee, and Russell French, The University of Tennessee

Report cards on schools have become common in many states. Little attention has been given to the value and uses of report card data. The purpose of this study was to analyze and compare state report cards in six northeastern states (Delaware, Pennsylvania, New Jersey, Maryland, New York, and Rhode Island).

The study examined areas commonly reported in state report cards, including state and/or national instruments to measure student outcome, district and/or school-level data, demographic categories (teacher training, gender, race, teacher salaries, expenditure per pupil,

etc.), state outcome expectations for the district/school based on other educational factors, and statistical procedures used by the state to evaluate data.

The findings include: student outcome is evaluated by a variety of instruments (SAT, ACT, CAT, respective state instrument, etc.), some states use demographic data to project the district's/school's student outcome, and states omit data relating to school organization, school climate, parent involvement, instructional methodologies, ethical/moral issues, etc.

State report cards are in the embryonic stage of development. Neither student outcome data nor other reported factors are used to their fullest advantage. Little is understood about each area of data and even less is known about the real relationships between such areas.

"THE CHILD AND SCHOOL CONFIGURATION, WHICH CONFIGURATION IS BEST?"

Bobby Franklin, Louisiana Department of Education, and Catherine H. Glascock, Louisiana State University

The best environment to help children grow and mature, both academically and socially, is one in which children move through the grades as part of a community and not in an isolated and grade-segregated school. The combination school (K-12) offers an environment that allows the school community to interact with children throughout their school experience, thereby not alienating the child in the secondary environment where academic and social negatives most actively interfere with learning.

School configuration can effect both children's self-esteem and academic achievement, specifically in middle schools, as many studies have found. Within Louisiana public schools, a random sample was selected from the following school types, elementary (K-7), middle (5-8) and combination schools (K-12). Grade level comparisons were made for attendance, suspensions, expulsions, dropouts, and CRT and NRT school aggregated scores for grades six (n=234) and seven (n=230). ANOVA was used to compare the three groups, and statistical differences were found in all analyses, with either the combination or elementary school outperforming the middle school.

"MEETING TEACHER NEEDS: A CROSS-CULTURAL EXAMINATION OF TEACHER ATTRITION AND RETENTION"

Leslie Marlow-Inman, Duane Inman, and Maria Betancourt-Smith, Northwestern State University

The objective of the study was to identify areas of teacher satisfaction and dissatisfaction among culturally diverse populations that, when addressed, will impact teacher retention, recruitment, and professional development.

A random selection process was used to identify schools surveyed in Georgia, California, South Carolina, North Carolina, Mississippi, Florida, Tennessee, Alabama, Louisiana, Texas, Arizona, Colorado, Oklahoma and New Mexico. Principals from schools selected were sent a letter of intent describing the study, requesting permission to use her/his school in the study, and requesting the name of one school contact person. The contact person was sent a Teacher Profile Survey Packet and distributed information to the teachers within the school.

Each participant completed the consent form and the survey instrument and returned the items in the self-addressed, stamped envelope to the researchers at Northwestern State University. Responses were analyzed using SPSS and results were compiled for reporting.

Presenters: "PUBLISHING ARTICLES AND PRESENTING PAPERS: GUIDELINES FOR SUCCESS"

Glennelle Halpin and Gerald Halpin, Auburn University; Jimmy Carl Harris, Calhoun Community College; and Stella Brown Wear, The University of Alabama

In this training session, guidelines for publishing articles and presenting papers are presented. The goal of the session is to encourage greater participation by graduate students and new members in activities of this sort and help guarantee their success in this endeavor.

Covered are an overview of the research process and manuscript preparation, types and levels of journals and meetings, types of articles and presentations, issues of authorship for articles and papers, procedures for submission and selection, and inclusion in ERIC. In the first portion of the session, the trainers address details of each of the topics. In the second portion, they describe their experiences as graduate students or as more experienced professionals in the total process from conceptualization to publication or presentation. Guidelines for others to follow are offered.

There are opportunities for participants to express their own ideas and ask questions about the research process and subsequent publication and presentation. The trainers are available for individual discussion with participants who wish to confer on their own scholarly activities. A handout covering the session is available for all participants.

3:00 p.m. - 3:50 p.m. RESEARCH ON TESTING AND ASSESSMENT (Discussion).....Polk

Presider: M. E. Kersh, University of Southern Mississippi

Presenters: "A COMPARISON OF MAXIMUM LIKELIHOOD AND BAYESIAN METHODS FOR ABILITY ESTIMATION IN ITEM-RESPONSE THEORY"

Jwa K. Kim, Middle Tennessee State University

A Monte Carlo study was performed to compare two different ability estimation methods: Maximum Likelihood and Bayesian Methods. For each method three different a-values were specified (.5, 1.0, and 2.0). Sixteen quadrature points and corresponding weights from a Gauss-Hermite numerical integration table were chosen as true ability and corresponding probability. Using the three-parameter logistic model, a 1000x48-item response matrix was obtained for each quadrature point. The conditional mean and variance were computed at each quadrature point. The bias and standard error were computed for the evaluation of each method.

A 2x3 (method x a-value) multivariate analysis of variance (MANOVA) showed a significant method effect, $F(2, 89) = 66.79$, $p = .0001$; a significant a-value effect, $F(4, 178) = 36.75$, $p = .0001$; and a significant interaction effect, $F(4, 178) = 10.49$, $p = .0001$. Subsequent univariate analysis of variance (ANOVA) revealed significant method, $F(1, 90) = 94.09$, $p = .0001$; a-value, $F(2, 90) = 69.36$, $p = .0001$; and interaction effect, $F(2, 90) = 14.57$, $p = .0001$, for standard error. No significant effect was found for bias.

Items with high discriminating power (a-value) are highly recommended for practical test development and usage. The Bayesian method is preferred for its smaller standard error across all cases. The interaction effect needs further investigations.

"THE RELATIONSHIP OF ANSWER-CHANGING BEHAVIOR WITH TEST ITEM DIFFICULTY, DISCRIMINATION, AND TESTWISENESS SKILL"

Linda W. Morse and David T. Morse, Mississippi State University

The purpose of this study was to investigate how a student's test-taking behavior related to test characteristics such as item difficulty and discrimination and the student's demonstrated test-wiseness skill. Data were obtained from 54 undergraduates who completed four multiple-choice tests comprising 204 items and the 70-item Gibb Experimental Test of Test-Wiseness. Answer-changing behavior was recorded as right to wrong (R-W), wrong to wrong (W-W), and wrong to right (W-R) changes.

Across tests, the frequencies of answer change types were statistically significantly correlated ($p < .01$) with item position (except for W-W changes, more changes on earlier items) and item difficulty (more changes on more difficult items) but not with item discrimination.

The incidence of changed answers across tests was about 5%, with about 80% of students changing answers on each test. Students were three to six times more likely to gain rather than lose points by changing answer with a net gain of 1 to 1.4 points per test. Test-wiseness scores were significantly negatively correlated with W-W changes and total changes but were positively correlated with test performance.

Study skills training should address strategies that enhance both general test-wiseness and specific answer-changing behavior, while not ignoring the influence of test characteristics.

"RETHINKING THE TREATMENT OF TRADITIONAL ASSESSMENT TOPICS IN LIGHT OF A MOVEMENT TOWARD AUTHENTIC ASSESSMENT IN THE CLASSROOM"

Jim R. Flaitz and Toni Perdomo, The University of Southwestern Louisiana

Most teacher education programs today are addressing the issues and skills associated with classroom assessment, often in courses in tests and measurement. Most of those courses employ a measurement textbook. A cursory examination of the current measurement texts reveals a treatment of such topics as test reliability, item analysis, and test interpretation based largely upon classical test theory. In the meantime, the landscape of the classroom has been significantly impacted by a growing emphasis on more authentic assessment strategies. To their credit, most of the major measurement texts are addressing this topic, often through the inclusion of a separate chapter, or perhaps a sidebar. However, the treatment of the aforementioned topics (reliability, item analysis, test interpretation) has typically remained largely intact over the years.

This position paper aims to examine the relevant literature regarding the impact of the trend toward more authentic assessment on teacher training and on teacher practices, particularly related to the topics of reliability item analysis and test interpretation. Discussion of how a movement toward greater reliance upon authentic assessment strategies may (or should) impact teacher practice in these other assessment areas and of how authentic assessment should impact upon preservice teacher training programs is offered.

"A STUDY OF THE RELATIONSHIP BETWEEN SCORES AND TIME ON TESTS"

Robert L. Kennedy, University of Arkansas-Little Rock

The purpose of this study was to investigate the relationship between the scores students earned on multiple choice tests with the number of minutes the students required to complete the tests. The tests were each made up of 20 randomly drawn questions from a large pool

of questions about research methods. The amount of time allowed the students to complete the tests was unlimited, although no student required more than one hour for any one of the five administrations of the test. Two graduate research classes were involved in the study and their pooled group size for which there was complete data was 29. Pearson correlations for the five administrations of the test ranged from -0.29 to 09.31, all suggesting little relationship. It was concluded that students who complete tests quickly do not necessarily do well or poorly, nor do students who take more extensive amounts of time.

3:00 p.m. - 3:50 p.m. **SCHOOL RESTRUCTURING AND STUDENTS' RIGHTS (Symposium) ..... Jackson**

Organizer: John R. Slate and Craig H. Jones, Arkansas State University

Presenters: "OVERVIEW"

Two previous waves of educational reform have influenced school restructuring, with a third wave now beginning to affect schools. Unlike the first two waves, which focused on educational standards and site-based management, the third wave emphasizes the role that students play in the learning process. The success of this third wave of reform will depend upon teachers' attitudes toward school reform, especially those attitudes related to the rights and responsibilities of students in the educational process.

In this symposium educators' attitudes toward what restructured schools should be like, based on responses from 504 educators in Eastern Arkansas, are presented and discussed.

"STUDENTS' RIGHTS IN RESTRUCTURED SCHOOLS"
Pam Fought, Pam Gaskin, and Craig H. Jones, Arkansas State University

In this paper, the third wave of educational reform and its "student as worker" model was examined. Elements of restructured schools, necessary for student success, are highlighted.

"STUDENTS' RIGHTS QUESTIONNAIRE: DEVELOPMENT AND DATA COLLECTION"
Linda Wyss, Craig H. Jones, and John R. Slate, Arkansas State University

In this paper,the development and psychometric properties of a 28-item questionnaire that assessed educators' attitudes toward students' rights to an effective education on a five-point Likert scale are discussed.

"EDUCATORS' ATTITUDES TOWARD ELEMENTS OF STUDENTS' EDUCATIONAL RIGHTS IN RESTRUCTURED SCHOOLS"
Kay Spurlock and John R. Slate, Arkansas State University

In this paper, the responses of 504 educators to students' rights in areas of educational context, curriculum and instructional objectives, student placement, instructional method, measurement evaluation, and assumption of responsibility for success are analyzed.

"GENDER AND GRADE-LEVEL DIFFERENCES IN EDUCATORS' ATTITUDES REGARDING ELEMENTS OF RESTRUCTURED SCHOOLS"

Lisa Rich and John R. Slate, Arkansas State University

Differences in educators' attitudes toward students' rights to an effective education were present by sex, with females more supportive of students being provided with practice opportunities, individualized instruction when necessary, and working at students' own pace. Grade-level differences were present, with junior high school teachers endorsing students' rights less strongly than did elementary and senior high school teachers.

"RELATIONSHIP OF PHILOSOPHICAL ORIENTATION TO EDUCATORS' ATTITUDES TOWARD SCHOOL RESTRUCTURING ELEMENTS"

Jana Teague and Craig H. Jones, Arkansas State University

In this paper, educators' perceptions of the usefulness of psychological theories (i.e., cognitive developmental, humanistic, psychoanalytic, behavioral) in school reform are discussed. T-tests indicated significant differences present in educators' attitudes as a function of their belief regarding whether a particular psychological theory had a role in school reform efforts.

3:00 p.m. - 3:50 p.m. **GENDER ISSUES (Discussion) .....Forum West**

Presider: JoAnne H. Belk, Mississippi State University-Meridian

Presenters:

"GENDER IDENTIFICATION AS A DISTINGUISHING CHARACTERISTIC OF PRINCIPALS WHO DEMONSTRATE EXCELLENCE"

Miriam C. Chapman, Anchorage Public Schools, and Jack G. Blendinger and Linda T. Jones, Mississippi State University

This paper addresses gender identification as a distinguishing characteristic of principals who demonstrate excellence. It is based on a study of elementary and secondary principals in urban Alaska that investigated relationships between gender, sex-role identification, and excellence. The androgyny concept, characterized by a high level of development of both those attributes traditionally considered to be feminine and those considered to be masculine, is specifically addressed.

The research design was causal-comparative. The subjects were 68 elementary and secondary principals in urban Alaska who received distinguished administrator awards. Instrumentation consisted of the Bem Sex-Role Inventory (BSRI). The chi-square goodness-of-fit test was used to investigate whether androgynous sex-role identification was a distinguishing feature of principals who exemplify excellence. Results showed a statistically significant difference ($x^2 = 25.385$, $p = .001$) indicating a strong positive relationship between excellence and androgyny and a negative relationship between excellence and undifferentiated sex-role identification.

"STATUS OF EQUITY IN WOMEN'S ATHLETICS IN THE SOUTHEASTERN CONFERENCE"

Pamela C. Kirk, Susan Steadman, and E. C. O'Neal, Mississippi State University

The purpose of this study was to survey the women's athletic programs in the SEC to identify specific practices in the areas of marketing, fundraising, compliance, sports information, academic services, medical trainers, strength training, and budgeting. This study also identified how each institution was in the transition to make changes in their respective departments to meet gender equity guidelines.

The research group included the 12 women's athletic programs in the SEC. A questionnaire was designed to specify practices of each existing sport within each university. After receiving the questionnaire by mail, a representative from each university confirmed a date for a telephone interview by which the data were collected. This information was summarized by charts and graphs that represented the data posed by the research questions.

The results of this questionnaire revealed that, out of all the sports, basketball received more attention in all areas that were studied. There was a large discrepancy between basketball and all other sports in regard to the overall budget. The findings of this study ultimately supported the need for mandated legislation such as Title IX and equity guidelines from the SEC to ensure equal access to participation for the female athlete.

"A SURVEY OF PRACTICES OF THE WOMEN'S ATHLETIC PROGRAMS IN THE SOUTHEASTERN CONFERENCE"

E. C. O'Neal, Tracie Stewart, and Pamela C. Kirk, Mississippi State University

The purpose of this descriptive study was to survey the women's athletic programs of the universities in the SEC to determine information in the areas of administrative structure, budgets, marketing/promotions fundraising, academic services, sports information, and academics. Furthermore, the study investigated how each university integrated these support systems into their athletic programs.

The research group included the 12 intercollegiate women's athletic programs in the SEC. A questionnaire was developed to define seven areas to be studied and was mailed to the designated representative of each university. The researcher scheduled an appointment for a telephone interview to collect the information from the standardized questions. The data were summarized by using charts and tables to pictorially represent the seven research questions.

The administrative structures reported identified two programs with separate women's units, while 10 were grouped with the men in combined programs. A great deal of diversity was revealed in the implementation of the support services among the 12 respondents. Women's budgets ranged from $4.4 million to $925,719. A concomitant finding revealed several unique funding sources. The results of the study indicated the current status of compliance by the member institutions in terms of the Equal Opportunity Act, Title IX, and gender equity.

3:00 p.m. - 3:50 p.m. **TESTS (Discussion)..... Forum East**

Presider: Dennis C. Zuelke, Jacksonville State University

Presenters: "THE RELATIVE DIFFICULTY OF SELECTED TEST-WISENESS SKILLS AMONG COLLEGE STUDENTS"

David T. Morse, Mississippi State University

While much research indicates that students from children through college vary in

test-wiseness (performing well on tests above and beyond subject matter knowledge) and that test-wiseness skill can be improved through training, the matter of whether various test-taking skills are equally easy to apply has received scant attention. Researchers investigating test-wiseness, or educators trying to enhance the test-taking skill of learners could profit from an understanding of differences in the difficulty of various test-wiseness skills.

Subjects were 243 undergraduate students (75% women, mean age = 22.5 years, SD = 5.2) from three universities, representing a variety of majors. The instrument was the 70-item Gibb Experimental Test of Test-wiseness, designed to measure seven specific test-wiseness skills.

One-parameter item response model (Rasch) calibration of items yielded a substantial range of mean difficulty by skill, over 0.9 logits (SDs). One-way ANOVA yielded a significant difference by skill ($p = .0008$); Tukey HSD tests flagged the use of specific determiners as a cue to be significantly more challenging than eliminating irrelevant alternatives, selecting the alternative having the most information, or using grammar cues.

These results suggest that not all test-wiseness skills are of equal difficulty. Researchers or trainers addressing test-wiseness should take into account such differences.

"THE RELATIONSHIP AMONG INTELLIGENCE, PERSONALITY AND VOCATIONAL INTEREST"

Ramaswamy Balgopal, James E. McLean, and Alan S. Kaufman, The University of Alabama

Numerous research studies have examined the relationships between intelligence and personality, intelligence and vocational interest, and personality and vocational interest. However, these studies were done with separate samples, and in many cases, small samples. The purpose of this study was to examine the simultaneous relationships among intelligence, personality, and vocational interests.

Eight hundred seventy-four subjects who participated in the standardization of the Kaufman Adolescent and Adult Intelligence Test (KAIT) were also given the Myers-Briggs Type Indicator (MBTI), a personality test, and the Strong Interest Inventory (SII), a vocational interests instrument. A canonical correlation analysis was performed between each pair of instruments. The relationships between the SII and the other instruments were evaluated twice, first with the six General Occupation Themes (GOT) and again with the 23 Basic Interest Scales (BIS).

The canonical correlations were .33 for the KAIT-MBTI, .39 for the KAIT-SII(GOT), .53 for the KAIT-SII(BIS), .56 for the MBTI-SII(GOT), and .64 for the MBTI-SII(BIS). The strongest relationship was between the MBTI and the SII supporting previous research findings. Intelligence is less related to personality and vocational interest than personality and career orientation are related to each other.

"WISC-III SHORT FORMS: PSYCHOMETRIC PROPERTIES VS. CLINICAL RELEVANCE VS. PRACTICAL UTILITY"

Alan S. Kaufman, Ramaswamy Balgopal, and James E. McLean, The University of Alabama, and James C. Kaufman, University of Southern California

Researchers have developed abbreviated versions of Wechsler's scales almost from the time that the original Wechsler-Bellevue was published more than a half-century ago. Clinicians use these short forms for screening purposes or when practical constraints prevent the administration of a complete battery. In selecting the subtests for short forms, researchers have commonly stressed different variables such as the psychometric properties of the brief test or on clinical or practical variables.

This study selected (using WISC-III standardization data for each age from 6 to 16,

plus data for the total sample) and then compared three four-subtest short forms of the WISC-III, each composed of two Verbal and two Performance subtests. The first was psychometrically the best in terms of reliability and validity, the second was clinically the best (diversity of abilities assessed and clinical appeal), and the third was practically the best (quick to administer and easy to score).

Results indicated that the best choice was the clinically best short form. It offers clinicians the best selection of subtests without sacrificing reliability or validity. The practical short form saves time but at a considerable loss of psychometric accuracy.

"MULTISAMPLE, HIERARCHICAL CONFIRMATORY FACTOR ANALYSIS OF THE WISCR: AN OLD PROBLEM REVISITED"

E. Lea Witta, East Tennessee State University, and Timothy Z. Keith, Alfred University

Although the Wechsler Intelligence Scale for Children - Revised (WISC-R) is being rapidly replaced by the third edition of the WISC, questions concerning the construct validity of the WISC-R have not yet been resolved. Does it measure two factors? Does it measure three factors? Do the same constructs fit across all age levels?

This study sought to determine: whether the WISC-R measures the same constructs across its age span, what constructs are measured, and how many constructs provide the best fitting model. Multi-sample, hierarchical confirmatory factor analyses (LISREL7) were performed on the WISC-R standardization data. This sample consisted of 2,200 subjects with 200 subjects in each of the 11 age groups(ages 6 to 16).

The covariance matrices for the 11 age levels were statistically indistinguishable ($p>.05$); the test does measure the same construct across ages. The three-factor model provides a consistently good fit as tested by x^2 ($p>.05$) holding both measurement and error matrices invariant across all 11 age groups. Preliminary results indicate that the two-factor model does not provide an adequate fit across ages.

4:00 p.m. - 4:50 p.m. **AT-RISK STUDENTS (Discussion) .....Polk**

Presider: Vernon O. Gifford, Mississippi State University

Presenters: "A MATHEMATICS SUMMER PROGRAM INVOLVING TEACHER AND YOUTH EDUCATION: SECOND-YEAR REPORT"

Susan T. Franks and Melvin E. Franks, Mississippi State University, and Rita W. Nordan, Mississippi Institutions of Higher Learning

This study examined the effects of a mathematics precollege summer program on the mathematics achievement of ninth-grade students, 50% of whom were at-risk. Measures of mathematics achievement were obtained from 52 students at the beginning and conclusion of the program. The program provided students with an enriched, "hands-on" mathematics curriculum based on a cognitive, constructivist view of learning. Students actively engaged in problem-solving investigations, applying mathematics to real-life situations. Results indicated a significant rise in student performance on posttest measures, suggesting the effectiveness of a curriculum based on a constructive, active view of learning.

The study also determined if there was a significant difference in the attitudes of inservice and preservice teachers toward mathematics instruction. A questionnaire developed by the researcher was administered to the teachers prior to and at the end of the program. Results revealed a significant change in attitude after involvement in the program.

"INTERVENTIONS WITH CHILDREN OF ALCOHOLICS: IS THE FOCUS IN THE RIGHT DIRECTION?"

Rhonda J. Hoggard and Nola J. Christenberry, Arkansas State University

School personnel are concerned about the effects of family-of-origin issues on students' academic performance and psychological development. One area that has drawn particular interest in recent years is that of students who are children of alcoholics (COAs). Most literature related to student COAs has emphasized the idea that families with alcoholic parents are disrupted, and their disruptions are presumed to increase the need for psychological interventions in the schools.

Of 12 school-based interventions described in recent literature, 11 were intended to improve psychological functioning. Little consideration has been given, however, to whether student COAs may need different instructional practices as well as psychological support; only one of the 12 interventions emphasized cognitive functioning. Yet, studies have revealed that student COAs tend to score lower than their peers on intelligence tests. They also have more difficulty with visuospatial learning tasks.

These findings seem to suggest that more attention should be given to meeting the unique cognitive needs of student COAs. This presentation will include some suggestions that educators might use to appropriately modify instructional practices for COAs.

"ACCURACY OF PRESERVICE TEACHERS' KNOWLEDGE REGARDING ATTENTION DEFICIT HYPERACTIVITY DISORDER"

Dianne Lawler-Prince, John R. Slate, and Craig H. Jones, Arkansas State University

Because of changes in how special education policies are interpreted, school-aged children with Attention Deficit Hyperactivity Disorder (ADHD) may be eligible to receive special education services. Therefore, educators must be knowledgeable about the characteristics of and contributors to this disorder. Recent evidence suggests, however, that educators do not have accurate information regarding ADHD. We investigated the extent to which preservice teachers have accurate knowledge of ADHD.

An 18-item questionnaire was completed by 98 preservice teachers at a university in the mid-south. Participants specified food items that they believed contribute to the behavioral problems of hyperactive and nonhyperactive children as well as their opinions toward food, medication, and causes of ADHD on a five-point scale.

Our findings indicated that most preservice teachers were unaware of research indicating that diet in general, and sugar consumption in particular, do not cause hyperactivity. Furthermore, preservice teachers who believed that diet caused hyperactivity tended to be poorly informed about other aspects of ADHD. Our results indicate a need for better preservice training on the causes, diagnosis, and treatment of ADHD.

4:00 p.m. - 4:50 p.m. **MULTICULTURAL EDUCATION (Discussion)..... Jackson**

Presider: Jeffery Gorrell, Auburn University

Presenters: "STRATEGIES FOR INSTRUCTING CULTURALLY DIVERSE STUDENTS IN THE SECONDARY SOCIAL STUDIES CLASSROOM"

Evelyn B. Homan and William A. Person, Mississippi State University

One of the greatest assets in the United States is the cultural diversity among its citizenry. Nowhere else in the world does such a blend of people contribute to a nation's universal structure, providing an immense resource of experiences, skills, knowledge, and values. This diversity, however, presents one of the country's most important challenges – how to effectively instruct its students.

Research indicates that instructional strategies and learning styles that are favored in today's schools present conflicts for culturally diverse students because they do not have value orientations, cognitive styles, and behaviors consistent with the accepted culture of the schools in America.

The strategies that teachers can use to make social studies meaningful to all students include culturally relevant teaching, inductive and in-depth studies, and techniques that involve students in the learning process including role-playing, games, simulation, and sociodrama.

The most serious problem facing the social studies teacher is the lack of motivation in a heterogeneous socioeconomic mixture. The real challenge for social studies teachers and their colleagues is to recognize, accept, appreciate, and respect the vast array of diversity among their students and to encourage their students to do likewise.

"MULTICULTURAL EDUCATION PERCEPTIONS AND KNOWLEDGE: THE ROLE OF THE SCHOOL PSYCHOLOGIST"

Sherri P. Ballard, Mary A. Nesbit, and Kassundra Cyrus, The University of Kentucky

This study's purpose was to examine the perceptions and knowledge of teachers relative to multicultural education and diverse populations. Additionally, this study addressed the consultative role of the school psychologist in enhancing perceptions of both multicultural education and diverse populations. Sixty-three teachers from two southern states were administered the Multicultural Education Attitude and Perception Instrument measuring the following areas: Multicultural Knowledge, Diversity Awareness, Perceptions of Multicultural Education, and Willingness to Implement.

There were significant chi-square scores on the first three indices based on state affiliation. Significance was found for the Multicultural Education Knowledge and Perceptions of Multicultural Education indices based on experience and race, respectively. Again teachers with low experience obtained higher scores on Perceptions of Multicultural Education Index than teachers with high experience. The school psychologist can assume a consultative role in several ways relative to multiculturalism within education. School psychologists can consult with teachers to expand diversity awareness and enhance perceptions of multicultural education and diverse populations through attributional retraining, inservice, and other consultation avenues.

"MULTIETHNIC/MULTICULTURAL IMPLEMENTATION IN SELECTED SOUTHWEST VIRGINIA COUNTIES"

Carolyn Browing, East Tennessee State University/Southwest Virginia Community College, and Marie Somers Hill, East Tennessee State University

In recent years, public schools in the United States have taken steps to infuse their curriculum with more information about multiethnic/multicultural groups and to permit the school's environment to reflect the ethnic and cultural diversity within American society. However, how much progress had been made by public school districts in rural America to incorporate a multiethnic/multicultural component into their curriculum? What approaches to teaching multiethnic/multicultural education have been used by these school districts to

implement a multiethnic/multicultural component in their curriculum?

The purpose of this descriptive study was to determine the number of elementary, middle, and high schools in the counties of Buchanan, Dickenson, Russell, and Tazewell in southwest Virginia that have infused their curricula with a multiethnic/multicultural education program and what approach(es) were used to teach the program.

A survey was developed and delivered to 40 principals in the specified counties. Thirty-two of the principals responded to the survey. Only 15.6% of the schools in these counties have any type of multiethnic/multicultural component in their curriculum. The primary approach used by respondents was single group studies.

"EVALUATION OF MULTICULTURAL EDUCATION'S UNDERSTANDING AND KNOWLEDGE IN FRESHMEN-LEVEL PRESERVICE TEACHERS"

Qaisar Sultana, Eastern Kentucky University

The study was conducted to investigate the level of understanding and knowledge regarding multicultural education in freshmen-level preservice teachers. In fall 1992, all entering education majors (142) were asked to write a definition of multicultural education. These were scored independently by two veteran teachers, one each from middle and high school, and the principal investigator, using a scoring guide developed jointly by them on a 0-6 scale ranging from irrelevant to excellent. The definition of multicultural education, adopted by the Kentucky State Board of Education, was used in designing the scoring guide. Any definition that had a discrepancy of more than one point between any two scores was excluded from the data (2 of 142).

Statistical analyses performed yielded group mean score of 1.1 and the median and mode scores of 1.0 (45 measures). Individual mean scores ranged from 0 (16 measures) to 5.3 (one measure). Score distribution was skewed at 2.1

Results of this study suggest that a vast majority of entry-level preservice teachers do not have adequate understanding and knowledge of multicultural education. Teacher education curriculum has to assume the primary responsibility of preparing teachers in multicultural education.

4:00 p.m. - 4:50 p.m. **THE EFFECTS OF FAST AND SLOW PRESENTATION OF INFORMATION ON COMPREHENSION, PERSUASION AND RECOGNITION (Symposium)..... Forum West**

Organizer: Daniel H. Robinson, Mississippi State University

Presenters:

"VARYING LISTENING PREVIEWING RATE WITH SHORT EXPOSITORY TEXT: EFFECTS ON COMPREHENSION OF FACTS AND INFERENCES"
Daniel H. Robinson and Heather Elise Sterling, Mississippi State University

"VARYING LISTENING PREVIEWING RATE WITH LONG EXPOSITORY TEXT: EFFECTS ON COMPREHENSION OF FACTS AND INFERENCES"
Heather Elise Sterling and Daniel H. Robinson, Mississippi State University

"VARYING THE PRESENTATION RATE OF A RADIO COMMERCIAL: DELAYED EFFECTS ON RECOGNITION OF FEATURES AND OVERALL RATING OF PRODUCT"

Christopher H. Skinner and Sheri L. Robinson, Mississippi State University

In an earlier study secondary students with learning disabilities were read aloud to at their reading rate or above their rate as students read along silently (listening previewing). Results showed rapid-reading listening previewing (LP) resulted in higher levels of factual comprehension. Working-memory decay and limited cognitive capacity were used to explain these results. Rate of presentation during LP and during listening tasks was also manipulated in the studies.

Compared in the first study were slow (102 words per minute), medium (155 words per minute) and rapid (209 words per minute) rate listening previewing. College students were instructed to read silently as five 400 word passages written at the grade 13 reading level were read aloud. Immediately after each passage was read students answered five inferential and five factual questions. MANOVA showed slow-reading rate resulted in higher rates of factual comprehension than the fast reading rate, but no differences were found on inferential comprehension scores. Total comprehension scores were 84% for slow, 76% for medium, and 69% for fast. Results are discussed in terms of the interaction between reading material, students' reading skills, types of questions, and cognitive capacities.

In the next study one 633-word passage was read aloud to students at two different rates (223 and 149 W/M) as they read along silently. The passage differed from passages used in the earlier study in that there was less factual material being presented. ANOVA showed no differences in inferential or factual comprehension. Results suggest that any differences in previewing rates may only apply when material is read very slowly or is very brief.

In the next study, college students listened to one of three automobile commercials that listed 17 options. Commercials varied only in their rates of presentation (Fast = 60 O/M; Medium = 32 O/M; Slow 16 O/M). Immediately after hearing the commercial, students were asked to rate the car and the speaker, and identify from a list of 34 options that were mentioned in the ad. Results showed fast presentation rates resulted in significantly higher overall car rating than medium presentation rates, and slow presentation rates resulted in significantly higher recall rates than either fast or medium. These seemingly contradictory results are explained through cognitive interpretations and schedules of reinforcement.

In the final study, students listened to one of two automobile commercials that listed 17 options. Commercials varied in their rates of presentation (Fast = 60 O/M; Medium = 32 O/M). Immediately after listening to the commercial, students were required to read unrelated texts and answer questions and then respond to questions about the automobile. Results showed no differences on recall, speaker ratings, and overall ratings of the car. These results suggest that the persuasive impact of higher rates on commercials may be very temporal and that behavioral momentum may explain why rapid presentation rates have strong persuasive impact.

4:00 p.m. - 4:50 p.m. **REGRESSION ANALYSIS (Training) .....Forum East**

Presenters: "CHOOSING THE BEST REGRESSION TECHNIQUE FOR DATA ANALYSIS IN EDUCATION"

Michael F. Burnett and Donna H. Redmann, Louisiana State University, and Peggy C. Rolling, Southeastern Louisiana University

Most researchers in education are aware of and many have used Multiple Regression Analysis (MRA) as a data analysis technique. However, many researchers feel that when they have decided to use MRA, analysis decisions are complete. Actually, there is another

very important decision that is often overlooked: "What method of entry of independent variables should be used in the analysis?"

The primary purpose of this training session is to describe conditions underlying the appropriate use of Multiple Regression Analysis and to describe factors that impact the decision regarding the use of selected independent variable entry techniques.

General conditions and assumptions underlying the decision to use MRA are described. Items addressed include the level of measurement of the dependent variable and independent variables, and the relationship between study objective(s) and the selection of MRA. Also addressed are three of the main independent variable entry techniques and conditions leading to the selection of the techniques. These techniques include: stepwise entry, deliberate (planned) entry, and full model entry.

Other issues addressed include establishing alpha levels, selecting the order of entry of variables, preparing categorical variables for analysis, determining the number of variables to be included, and interpreting the results of each entry technique.

4:00 p.m. - 4:50 p.m. **STUDENT MOTIVATION (Training).....International**

Presenters: "DEVELOPING MODELS AND PRACTICES TO FOSTER REFLECTIVE JUDGMENT AND PROMOTE INTELLECTUAL GROWTH FOR ADOLESCENTS AND ADULTS"

Vincent R. McGrath and Lucinda H. Rose, Mississippi State University

This one-hour session is for secondary education teachers who are concerned with how learners develop assumptions and concepts of justification. A synthesis of reflective judgment models, grounded in an extensive social science research base, is presented. Discussion focuses on the process by which educators discover how learners come to make defensible judgments about vexing real-life problems characteristic of their age group.

Participants will make applications based on reflective judgment models and develop strategies to stimulate thinking and promote a learning climate for discussion. Participants will know what reflective judgment interviews are and how to use them. They will develop at least one exercise by which learners can wrestle with certainty and uncertainty in order to discover appropriate methods for resolving perplexity.

Participants will develop reflective thinking interview protocols by which learners perceive and attempt to solve ill-structured problems and discuss the value of a reflective judgment model as a common measure of thinking when compared to formal operations, post–formal reasoning, and critical-thinking practices.

8:00 a.m. - 8:50 a.m. **TEACHER ATTITUDES (Discussion).....Polk**

Presider: Edward L. Shaw, Jr., University of South Alabama

Presenters: "ATTITUDES AND PERCEPTIONS EXPRESSED BY MISSISSIPPI TEACHERS TOWARD THE WHOLE LANGUAGE APPROACH TO TEACHING READING"

Anita H. Hall and Lee Napier, Jackson State University, and Marilyn Houston Coleman, Rankin (MS) County District

The purpose of this study was to examine the attitudes and perceptions of teachers using the whole-language approach to teaching reading. The specific purposes of this study were to determine the attitudes of the teachers who are selectively using the whole-language approach to teach reading, to determine the attitudes of teachers who are mandated by the school district to teach reading using the whole language approach, and to examine the attitudes and perceptions of whole-language teachers toward reading achievement with respect to various classification variables. Data were collected through a mailed survey from 156 elementary school teachers across the state of Mississippi.

Chi-square analysis revealed that elementary teachers were overwhelmingly in support of the use of the whole-language approach to teaching reading as compared to the basal approach. In addition, the use of the whole-language approach was supported by teachers who were teaching whole-language by choice as well as those teachers who were teaching as a result of district mandate.

These results suggest that the use of the whole-language approach be considered in a greater number of school districts across the state in conjunction with more in-depth research.

"INCLUSION: TEACHER ATTITUDES AND BELIEFS"

Beth H. Counce, Mary W. Funderburk, and Anne Tishler, University of Montevallo

With the passage of the Individuals with Disabilities Education Act and the movement to place students with special needs in regular classes to the maximum extent possible, this study's purpose was to determine teacher attitudes and beliefs related to inclusion. A five-point Likert scale questionnaire was used to survey 170 K-12 regular and special educators. Response statements were grouped in the following categories: factors contributing to inclusion's success, needs in regular classrooms that contribute to inclusion's success, instructional strategies that contribute to inclusion's success, and benefits and effects of inclusion. Responses were analyzed using frequencies and percents, and comparisons on demographics were made using a chi-square analysis.

Results showed agreement from teachers on factors contributing to the success of inclusion (e.g., additional planning time, more adaptive materials, more training). Differences were found between special and regular educators and from beginning and experienced educators on instructional strategies that contribute to the success of inclusion.

The results provide insight into planning for meeting the needs of students with special needs in regular classrooms and will facilitate the planning of teacher education classes and inservice training for teachers working with students with special needs.

"SURVEY OF ATTITUDES OF ELEMENTARY TEACHERS TOWARD TEACHING STUDENTS WITH SPECIAL NEEDS"

Teresa R. Callahan and Dorothy L. Singleton, University of Southern Mississippi

The purpose of this study was to ascertain teacher attitudes toward teaching students with special needs and to determine if teachers viewed themselves as being competent to teach students with special needs. The total sample of elementary teachers surveyed were 750 representing four school districts. However, only the results of approximately 200 teacher surveys will be discussed in this session. Teachers responded to a Likert-scale survey containing 34 statements. Specific dimensions of concern were IEP knowledge and participation, classroom management skills, level of support received, knowledge of teaching methods and strategies, and specific information regarding the children with disabilities.

Comparison of mean levels in the five specific dimensions are compared. Additionally, analysis of demographics (gender, age, years of teaching experience, special education training) is provided.

"STANDARDIZED TESTS: TEACHERS' ATTITUDES"

Leean Mann, John R. Slate, and Craig H. Jones, Arkansas State University

The results of standardized tests, administered annually to school children, have been and continue to be used to evaluate students' learning, and the effectiveness of teachers and schools. Thus, tests have become anxiety producers not only for students but also for educators. This study examined the attitudes of educators toward standardized tests and their uses.

A 27-item questionnaire, with items of a five-point Likert format, was completed by 111 educators in school systems in northeast Arkansas and southeast Missouri.

Not surprisingly, 65.2% of the sample indicated that too much emphasis was placed on test scores and 67.9% agreed that teaching jobs were influenced by students' test performance. Teachers with more experience or employed at secondary schools expressed more positive attitudes toward tests and test use than teachers with less experience or employed in elementary or middle schools. Teachers in whose classrooms the Arkansas minimal competency test was administered reported more understanding of tests and appropriate test uses.

Findings indicate that educators, because of the pressures placed on them for their students to perform well, feel forced to teach to tests. This overemphasis on test scores has implications for school personnel, students, and parents alike.

8:00 a.m. - 8:50 a.m. **TESTS (Discussion)**.....Jackson

Presider: Vincent R. McGrath, Mississippi State University

Presenters: "A COMPARISON OF THE PREDICTIVE EFFICIENCIES OF EQUATIONS FOR PREDICTING MCAT SCORES FROM TWO UNIVERSITIES"

Charles W. Davidson, University of Southern Mississippi

The purpose of this study was to compare the predictive efficiencies of two equations for predicting Medical College Admission Test (MCAT) scores. The equations were developed using multiple regression analysis on data obtained on approximately 250 persons from two universities, one located in the southeast and the other in the midwest. The variables were sex, race, undergraduate grade point average, and the composite scores and all the subtest scores on both the ACT and the MCAT.

Significant relationships ($p < .000$) were found between MCAT scores and the predictors at both universities. Fisher's Z-transformations of r were used to determine the significance of the difference between the two multiple correlations. There was not a significant difference in the predictive efficiencies of the two equations.

"MEASUREMENT INTEGRITY OF SCORES FROM AN ADJECTIVAL SELF-DESCRIPTION CHECKLIST IN RELATION TO MYERS-BRIGGS INDICATOR (MBTI) SCORES"

Janet G. Melancon, Loyola University, and Bruce Thompson, Texas A&M University

The Myers-Briggs Type Indicator (MBTI) is one of the most frequently used measure of personality. The measure is popular partly because it evaluates normal variations in personality and, by definition, more people have normal as opposed to abnormal personality variations (e.g., psychosis).

The MBTI Form G and a self-descriptive abjectival checklist, the Personal Preferences Self-Description Questionnaire (PPDSQ), were administered to 256 college students. The purpose of the exploratory study was to evaluate whether the adjectival self-description checklist may provide a viable method of quickly obtaining initial type information. Adjectival self-description has promise as a viable method for evaluating personality types, as measured by the MBTI, because persons often are able to identify their types once they know what the types are.

Data were analyzed by computing classical test theory reliability statistics. Also evaluated was construct validity using principal components analyses. The findings suggested that the PPDSQ has considerable promise as a alternative measurement protocol.

"CORRELATES AND ASSESSMENT OF ATTENTION DEFICIT HYPERACTIVITY DISORDER IN HOSPITALIZED ADOLESCENTS: NEW SCALE DEVELOPMENT WITH THE MMPI-A"

James E. Davis, Tennessee State University

Attention Deficit Hyperactivity Disorder in adolescents is difficult to diagnose because of its similarity to other diagnoses. A need exists for better assessment procedures. This study compared 46 hospitalized psychiatric adolescents on objective measures of attention and impulsivity (continuous performance test) and on MMPI-A responses. A new "ADHD subscale" was developed using items from the MMPI-A that were consensually identified by practitioners in psychology. The criterion group was identified by discharge diagnosis or history of ADHD. ADHD (n = 19) subjects had significantly higher mean T-scores on the ADHD subscale than Non-ADHD subjects. ADHD subjects also scored higher on the F1 and Pa scales of the MMPI-A. Groups did not differ on measures of attention and impulsivity, but subjects with high ADHD subscale T-scores performed more poorly on measures of impulsivity. Additional demographic comparisons are made. Further research is necessary before clinical use of this new subscale is warranted. However, it appears to have potential as a research tool and may eventually prove useful in the assessment of adolescent ADHD.

8:00 a.m. - 8:50 a.m. GIFTED EDUCATION (Discussion) ..... Forum West

Presider: Qaisar Sultana, Eastern Kentucky University

Presenters: "SYNECTICS AS A STRATEGY FOR ENHANCING STUDENTS' PROBLEM-SOLVING SKILLS"

Frances Heath and Neelam Kher-Durlabhji, Northwestern State University of Louisiana

The purpose of this study was to provide a thorough review of the creative problem-solving strategy known as Synectics. The term Synectics, derived from the Greek word Synectikos, means bring forth different things into a unified connection.

The authors define Synectics terminology, give a brief history and establish Synectics within a theoretical framework. The authors define and discuss the principal

analogical mechanisms of Synectics, as well as the internal operatives of imagery and imagination.

Synectics research as it applies to educational settings is exhaustively reviewed, demonstrating that creativity training is facilitated by the Synectics approach. Strategies for purposefully creating problem-solving environments using the Synectics approach are discussed. Age-appropriate applications of the Synectics strategy are described. Most applications are based on the principal author's experiences with gifted students; however, these applications are eminently suitable for use in regular classrooms to enhance students' problem-solving skills.

"DIFFERENCES IN PROBLEM SOLVING AND CREATIVITY OF GIFTED AND TALENTED YOUTH AT TWO DEVELOPMENTAL LEVELS"

Linda W. Morse, Mississippi State University

This study investigated differences in problem-solving skill on divergent and convergent thinking tasks, self-perceptions of problem-solving ability, and creativity in youth enrolled in two types of specialized pull-out programs. The two programs each consisted of daily 50-minute sessions: one for gifted youth (i.e., those with IQs above 125), and one for those with a specialized talent (i.e., art, music, drama, writing). Subjects included 81 students in grades four and seven, which represented two developmental levels. Measures were obtained using the Torrance Tests of Creative Thinking, the Morse Problem-Solving Questionnaire, and a battery of eight problems that included divergent and convergent tasks.

Analyses of variance indicated statistically significant differences for divergent, convergent, and creativity scores between the developmental levels. No significant program differences or interactions were observed. A multivariate analysis compared the groups on factor scores representing the students' self-perceptions of their problem-solving skill. No significant differences were found for either development level or for the type of enrichment program, suggesting that one's self-perception of problem-solving ability may be established at an early age. These findings suggest that problem-solving and creativity are not emphasized differentially between programs, as developmental level explains differences in creativity and problem-solving more than program.

"REFERRAL OF CULTURALLY-DIVERSE GIFTED STUDENTS"

Stephen J. Obringer and G. Franklin Elrod, Mississippi State University

The purpose of this study was to investigate if cultural background of potentially gifted public school students played a significant role in the referral process for the identification of potentially gifted/talented students. One hundred fifty undergraduate students were surveyed prior to their student teaching practicum at a southern land grant institution to determine existing mind-sets as to gender, culture, and race beliefs regarding intellectual abilities. The instrument provided four diverse scenarios of public school students from differing cultural backgrounds and educational experiences. The scenarios contained semiotic language suggesting certain cultural patterns (i.e., surnames, gender, family constellation, and socioeconomic status). Preservice teachers were then asked to rank order potential candidates from most promising to least promising for participation in a gifted/talented program in their local school system. Kendall's W test of concordance was used to determine the significance of the degree of agreement among ranks assigned to the four scenarios.

The results revealed that the most likely candidate to be referred for gifted/talented programs tended to be white, highly verbal, male students with professionally employed parents. The least likely candidates based on the rankings were minority students, with Hispanic students followed by African-American students.

"READING INTERESTS OF GIFTED SECONDARY SCHOOL WRITERS"

Emilie P. Sullivan, The University of Arkansas, and Grace Donoho, Northwest Arkansas Education Service Cooperative

The purpose of the study was to determine the development of leisure reading interests of secondary students who had been identified as gifted writers. Seventy-nine seventh- through twelfth-grade students selected from approximately 17,000 students to represent their 18 school districts at a writers' conference were the primary subjects of this research.

Students and their 22 teacher sponsors at the conference were surveyed. Data relating to students' development of reading interests, influences on leisure reading selection, and reading habits were collected and analyzed. Comparisons between teacher and student responses and between student reading choices and IRA and ALA suggested young adult reading lists were made.

Gifted secondary writers generally began reading before entering school; teacher influence on leisure reading selection was minimal. Reading interests were widespread and mature and unrelated to IA or ALA young adult book lists. Stephen King and Edgar Allen Poe were cited as favorite author and poet.

8:00 a.m. - 8:50 a.m. **COLLABORATION (Discussion).....Forum East**

Presider: Linda Crone, Mississippi State University

Presenters: "SCHOOL/UNIVERSITY PARTNERSHIPS: A STATUS REPORT"

Robert N. Hutchinson and Ned B. Lovell, Mississippi State University; W. Ray Cleere, Commissioner of Higher Education; and Rita W. Nordan, Mississippi Institutes of Higher Education

The purpose of this study, sponsored by the Mississippi Institutes of Higher Learning, was to determine the status of school/university collaboration in Mississippi and to make recommendations that would encourage future partnerships. Methods used included a direct response survey, an exhaustive analysis of printed reports, and a computer-based literature review of collaborative programs across the nation. Collaboration activities were reported under 15 categories ranging from Inservice Education/Faculty Development and Minority/At-Risk Students to Consortia and Coordination of Collaborative Activities.

Directories of collaborative programs existing within Mississippi and the nation-at-large were developed. These directories were compiled from data collected through interviews, the distribution of a survey instrument, an institutional audit and telephone follow-up. The nation-wide survey also utilized an exhaustive review of literature on partnerships between higher education and K-12 institutions.

The number and quality of partnerships that were reported exceeded expectations. After analyzing the data, two additional reports were developed that identified selected programs within Mississippi and across the nation that were worthy of duplication. Policy recommendations, which would further encourage K-12/university partnerships, were made to the IHL Board of trustees.

"A DESCRIPTION OF THE COLLABORATIVE EFFORT IN THE PATS PROJECT"

Katherine Abraham and Janie Knight, The University of Memphis

The purpose of the study was to evaluate the collaborative effort for the Positive Attitudes in Tennessee Schools (PATS) project.

The subjects were PATS leadership teams in 69 schools. A total of 276 questionnaires was sent with 151 responses. The questionnaire consisted of 14 items using a scale of one (very poor) to five (excellent).

Means ranged from 3.54 to 4.01. The items were analyzed using chi-square on the individual items by type of position on the leadership team - teacher, administrator, or counselor. There were no significant differences in the responses.

ANOVAs were used to compare responses among the other demographic categories. There were significant differences based on gender, grade level, race, and True Colors classification for six items. There were no significant differences based on years with PATS or years as an educator.

Comments from the open-ended portion of the questionnaire were analyzed and coded into the following categories: working relationship within the collaborative, aid to schools, research aspect of the collaborative, program quality, and miscellaneous/suggestions. Comments in all categories were generally positive towards the collaborative.

The results demonstrated that the members of the leadership teams of participating PATS schools were supportive of the project and the members of the collaborative.

"ESTABLISHING AND MAINTAINING A PROFESSOR-TEACHER PARTNERSHIP: A CASE STUDY"

Barbara Hoetker Ash, Auburn University

The purpose of this participant-observer case study was to describe the process of building a collaborative partnership between a teacher-educator (myself) and a middle school English teacher. Data collected over a three-year period from both school and nonschool sites included, in addition to field notes and personal documents, audio recordings and transcripts, video recordings, and photographs.

Data analysis proceeded inductively. Two complex themes emerged. First, the participants, in the process of establishing and maintaining their partnerships, moved recursively through periods of: getting acquainted and building rapport, determining an area of joint inquiry (reader-response theory), reading theory and interpreting classroom episodes, determining practices for the teacher's classes, implementing those practices, and reflecting upon what happened. Second, the productivity and continuing viability of the partnership depended upon participants' mutual interest, experience, and need; teacher dissatisfaction with previous methodology; negotiation of power between participants; participants' continuous interpretation of, and reflection on, classroom episodes; and participants' mutual growth.

This study has implications for those interested in developing school/university partnerships, as well as effective internships, mentorships, and instructional teams.

"CRITICALLY EXAMINING AN AWARD-WINNING UNIVERSITY/URBAN-SCHOOL COLLABORATIVE"

Janet C. Richards, University of Southern Mississippi, and Joan P. Gipe and Ramona C. Moore, The University of New Orleans

Field experiences are in vogue. Yet, concerns exist that in-depth descriptions supplying context-specific information about field programs are lacking. Therefore, firm conclusions cannot be drawn regarding their benefits.

Guided by ethnographic tenets, this case study takes a close, critical look at an award-winning field program. Participants were 133 preservice teachers, 15 classroom teachers, 350 urban elementary students, and two university supervisors. Data were collected for three

years through formal/informal interviews, journals, surveys, and observations. The university supervisors independently analyzed the data by constant comparisons to determine common themes and typicality of phenomena. Discussion resolved opinion differences.

Results show that preservice teachers gradually learned a considerable amount about teaching literacy to urban students, were preoccupied with group management, equated good teaching with information transmission, and had difficulty reflecting about teaching. Classroom teachers remained observers rather than participants. Students became more motivated readers and writers.

Implications include: supervisors need to consider the contextual influences of field placements, supervisors cannot expect preservice teachers to think and act like professionals after a short time in the field, and classroom teachers need opportunities to develop reciprocal "ownership" of university/school linkages.

8:00 a.m. - 8:50 a.m. **CAREER EDUCATION (Discussion).....International**

Presider: Daniel Fasko, Jr., Morehead State University

Presenters: "HOW SATISFIED ARE MEDICAL-SCHOOL GRADUATES WITH A TRADITIONAL CURRICULUM?"

Donald B. Witzke, Roy Jarecky, David W. Musick, Amy Murphy-Spencer, and Robert Rubeck, University of Kentucky

The purpose of the study was to collect baseline information from the last graduating class to undergo a traditional medical school curriculum prior to implementing a major curricular reform effort. A survey was composed addressing nine areas of students' medical education experience (e.g., learning about cost reduction, communication skills). We conducted telephone interviews with 77 of 94 graduates. Thirteen graduates returned surveys by mail. In all, we had a 96% response rate.

Each student was randomly assigned to one of four groups so that groups could be compared to determine bias should non-response rates be a problem. No significant differences were found between the four response groups, nor between those who were interviewed by phone versus those who returned surveys by mail. Significant differences were obtained among students' satisfaction with various educational experiences.

Although generally satisfied with their educational experiences, 1994 graduating medical students did suggest the need for improved integration of curricular topics and particularly the overall organization of the academic endeavor. Students showed insight into strengths and weaknesses of the medical curriculum and made suggestions about how to improve specific subject areas. This evaluation strategy will be repeated for the next four graduating classes.

"OUTCOMES-BASED TECHNICAL EDUCATION ACCREDITATION: A NEW VISION FOR EDUCATIONAL QUALITY ASSURANCE"

Harry L. Bowman and G. Wayne Brown, Commission on Occupational Education Institutions, Southern Association of Colleges and Schools

Institutional accreditation is a process created in the United States initially to promote standardization among schools of common types; e.g., high schools (COPA, 1990; Bogue and Saunders, 1992). In recent years, accreditation has been assigned a primary role in assuring educational program quality as a prerequisite for postsecondary institutions to participate in federal student financial aid programs. The purpose of this presentation is to describe a new

vision of accreditation for occupational education that focuses on the outcomes of workforce preparation programs.

Occupational education accreditation as practiced currently utilizes a set of comprehensive standards pertaining to all aspects of the institution that are applied by institutional personnel to conduct a self-study based on the school's mission, and an independent team of technical educators-evaluators to conduct an on-site assessment based on the same standards. The new vision of occupational-education quality assurance places major emphases on three components: occupational skill standards as the basis for program design, skill assessment/certification as the basis for assessing program effectiveness with individuals, and job placement of training recipients as the basis for assessing institutional effectiveness in meeting job market needs.

The presentation discusses in detail the facets of the new concept of accreditation to illustrate the multiple dimensions of educational quality assurance and its importance to students, employers of occupational-education recipients, and the public.

"ADMISSION SIGNIFICANCE PARAMETERS OF THE RADIOLOGIC TECHNOLOGY"

Floyd B. Epperly and Donna Shehane, East Tennessee State University

This study was conducted in the radiologic technology department of East Tennessee State University to determine if existing criteria and procedures have accurately predicted an applicant's potential for the successful completion of program requirements. Seventy students admitted to the program were ranked utilizing standardized evaluation methodology (academic and interview). Two-tailed t-tests were utilized to analyze data between the academic and interview ranking of those students completing the program and those who did not.

Academic ranking was statistically significant (t-value = 1.28, p = .20), and the interview ranking was not significant (t-value = .28, p = .78). Additional studies should be conducted to ascertain if other parameters, such as previous course work, are significant. A holistic study is also recommended to incorporate different institutional locations in order to substantiate results.

9:00 a.m. - 9:50 a.m. **THE MULTIPLE BENEFITS OF CLASS-SIZE RESEARCH: A REVIEW OF STAR'S LEGACY SUBSIDIARY AND ANCILLARY STUDIES (Symposium)..... Polk**

Organizer: Barbara A. Nye, Tennessee State University

Presenters:

"DESIGN AND BACKGROUND OF THE CLASS-SIZE STUDY SERIES: EARLY AND CURRENT CRITICISMS OF STAR"
Charles M. Achilles, Eastern Michigan University

"DEVELOPING THE DATABASES FOR MULTIPLE STUDIES, STUDENT PARTICIPATION; LASTING BENEFITS THROUGH GRADE 8 OF THE EARLY SMALL-CLASS PARTICIPATION"
Jayne Boyd-Zaharias, DeWayne Fulton, and Van Cain, Tennessee State University

"SCHOOL-SIZE CLASS-SIZE ISSUES"
Kenneth Nye, Tennessee State Board of Education

Although Project STAR has been around for nearly a decade, it is only now reaching the "Maturity" when it can be engaged to answer a wide variety of questions. Each year,

researchers use the STAR design and data to build a knowledge based on class-size issues. Tentative plans are to follow a large STAR cohort through grade 12.

Authors briefly review STAR, Tennessee's longitudinal randomized experiment (1985-90). They discuss three major subsidiary studies that build upon STAR (Lasting Benefits Study, or LBS, that is tracking STAR students; Project Challenge that is a policy application of small classes in 16 low-performing Tennessee systems; and the Grade-Four and Grade-Eight (if it is ready) Participation Study. They describe how the large, carefully developed STAR database offers a "mother lode" of opportunity to mine rich ancillary questions relating especially to early elementary education. Ancillary studies use the STAR database but are further removed than the subsidiary studies.

Besides the reviews of design and study results, researchers discuss how a database established specifically for one purpose supports a stream of research deriving from the primary research question. Two major criticisms of STAR encouraged the researchers to review the study, to make adjustments, and reanalyze some data. The revised results substantiated and strengthened the original analyses, nearly doubling some Effect Sizes (ES).

The STAR/LBS database includes approximately 9,000 pupils randomly assigned in K-3 to one of three conditions: small class (S) of about 1:15; regular class (R) of about 1:25; and a "comparison" school of similar demographics to STAR schools for grades K-3. LBS has followed approximately 4,500 pupils from STAR into grade 8 (1994). Data include test scores on the Stanford Achievement Tests (SAT) and Tennessee Comprehensive Assessment Program(TCAP), responses to questionnaires and interviews, and demographics.

Employing purposive subsamples from STAR data, from comparison schools and from LBS data, researchers have used descriptive, multivariate and univariate analyses to answer such questions as: What is the test-score "value" of K to pupils (by race) in grades 1, 2, and 3? Is small-class placement a remedial strategy for test-score gaps between white and nonwhite pupils? How do class-size and school-size interact in early grades? How does early class-size placement influence pupil participation in an identification with school? Does small-class placement reduce retention in grade and/or help achievement of pupils once retained? How long do early test-score benefits remain for pupils from the (S) condition and how much do they fade (LBS)? How do STAR/LBS results apply to Project Challenge? and How does the Tennessee Value-Added Assessment System (TVAAS) support Project Challenge? Researchers are interested in group discussions and the potential that participants can identify new questions for analysis using the databases. Researchers hope to engage the audience in considering ways to make small classes (1:15) more palatable to policy and funding agencies.

9:00 a.m. - 9:50 a.m. **LANGUAGE (Discussion).....Jackson**

Presider: Gary Benton, Mississippi State University

Presenters: "HOW DO TEACHER'S AND PARENTS' EXPECTATIONS AND CONCERNS AFFECT A TAIWANESE KINDERGARTEN CHILD'S ENGLISH-LANGUAGE DEVELOPMENT?"

Hsu Yuehkuei, George W. Etheridge, and Carol P. Etheridge, The University of Memphis

The purpose of the study was to examine how teacher's and parents' expectations and concerns affect a Taiwanese kindergarten child's English-language development. This case study utilized several ethnographic techniques including participant observation in the classroom and household to examine how a five-year-old Taiwanese boy learns English. Weekly informal and semi-structured interviews were conducted. A portion of the child's writing and drawing samples was also collected.

Field notes were content analyzed for patterns and strategies related to the use of written and oral English. Audio recordings were content analyzed for specific literacy events. A list of interview questions was used to elicit information about the parents' and the teachers' expectations and concerns for the child's English language development. The information gathered in the broad and open-ended interview questions was used for guiding the first-level analysis and the formulation of the more structured interview questions. The child's writing and drawing samples were analyzed for understanding his attempts in English writing.

This study supports the sociocultural framework and the theoretical disposition that to develop lifelong readers and writers the daily authentic reading and writing experiences and motivation to interact with significant others are essential in fostering children's language development.

"THE IMPACT OF FOREIGN-LANGUAGE INSTRUCTION IN THE ELEMENTARY-SCHOOL ARENA: IT DOES MAKE A DIFFERENCE!"

Patricia Davis-Wiley, The University of Tennessee

The purpose of this study was to document the impact of a Foreign Language Experience Program (FLEX) offering two 30-minute instructional periods per week, using a language-arts integrated curriculum, to the third graders in nine elementary schools. Measures of the year-long FLEX program's efficacy were obtained from a sample of 540 third graders, 137 parents, and nine regular third-grade classroom teachers. Specific constructs evaluated were: the affect of the third-grade FLEX recipients regarding the language taught, the curriculum content actually assimilated by the FLEX students, the response of the children's parents to the FLEX program, and the reactions of the regular classroom teachers towards the FLEX instruction.

Responses from three open-ended questionnaires measuring the above concerns were qualitatively analyzed by the researcher and documented that the students have a working knowledge of 13 basic third-grade curricular concepts in a second language in addition to a decided positive attitude toward the language, culture, and people of the target language studied. Parents and teachers were pleased with the FLEX program and would like for it to be articulated to the fourth grade.

"PREDICTING THE ACADEMIC ACHIEVEMENT OF LIMITED ENGLISH PROFICIENT STUDENTS"

Georgia C. Roudeze and Abbas Tashakkori, Louisiana State University

The purpose of this study was to identify predictors of achievement among limited-English-proficient (LEP) students. Achievement was defined by standardized test scores in four basic areas: English, mathematics, history, and science. LEP students were defined as students identified in the National Education Longitudinal Study of Eighth-Graders, by parents, teachers, or self-report, as minority-language students with limited skills in English. In the First Follow-up (1990) to that study, 642 were identified as LEP.

Data from the First Follow-up were used in the present study and provided many student, family, teacher, and school-level variables. Available were student variables of gender, ethnicity, measures of self-perception, and standardized test scores. Among family variables were SES, language spoken at home, and parental involvement in students' education. School and teacher variables included availability of special assistance in English, class sizes, teacher qualifications for LEP instruction, and teacher ratings of students.

Regression analyses were performed to predict achievement in the four academic areas from those variables. Results indicated that ESL and bilingual instruction, assumed to affect LEP performance most favorably, did not significantly predict achievement in either of the areas of study.

Socioeconomic status was the best predictor among the variables, suggesting that current assistance provided was inadequate to overcome the boundaries set by the ethnicity and SES of LEPs.

9:00 a.m. - 9:50 a.m. **COUNSELING ADOLESCENTS (Discussion)..... Forum West**

Presider: Gene Franks, Mississippi State University

Presenters: "PART-TIME EMPLOYMENT AND ACADEMIC ACHIEVEMENT: A REVIEW OF EMPIRICAL STUDIES"

Kusum Singh, Virginia Technical Institute and State University

This review examines studies on the effect of part-time employment in high school years on academic achievement and how such research can be applied to the development of guidelines for school counselors as well as parents. While there is ample evidence that part-time employment during high school has risen dramatically in recent years, there is a dearth of empirical studies documenting its effect on academic learning. Traditionally, conventional wisdom has endorsed the involvement of youth in work. Perhaps it was a good idea when such work experience provided a base for entry into adult work. Today, when the nature of work and the level of academic skills needed to participate successfully in a highly technological work environment has changed dramatically, the effect of spending considerable time on part-time work during high school years, that may displace time on school-related activities such as homework and out-of-class reading, needs to be examined. One other reason why such research has become very vital is the rediscovered link between time and learning. The commission report (1993) on time and learning emphasizes that time is key to learning, and U.S. youths spend considerably less time on academic learning. In light of this, it is important to examine how youths spend their after-school hours and how this affects their learning.

The studies that were reviewed fell under two distinct theoretical perspectives in regard to the employment during high school years: work complements school, and work supplants school. Some research studies have found positive effects of work on cognitive and affective development. But such studies are few. Second, theoretical perspective is guided by a zero-sum model. These studies found that employment during high school years weakens the involvement in school and results in poor academic performance and lower academic aspirations.

In general, this area is marked by a lack of a strong, empirical research base. Many studies are based on limited samples, inadequate designs, and poor controls. There is a need for more empirical studies to understand and examine the effect of employment on academic achievement. Despite the lack of a strong research base in this area, the present review suggests that the uncritical endorsement of employment during high school years may be antithetical to academic progress, especially when students work long hours during the school year.

"INTERRATER-AGREEMENT OF DSM-IIIR DIAGNOSES FOR ADOLESCENTS"

Nancy Hickin, John R. Slate, and David A. Saarnio, Arkansas State University

With 20% of adolescents affected by emotional disorders, diagnosis must be accurate for appropriate treatment. Although diagnostic criteria appear objective, studies indicate that the DSM-IIIR's diagnostic criteria are often used incorrectly, which can create problems if adolescents are diagnosed and treated inappropriately. In this study, we investigated the

consistency of psychiatric, psychological, and discharge diagnoses.

Data were collected from the medical records of 97 adolescent inpatients (53 males, 44 females) at a private psychiatric and substance abuse hospital in the mid-south. Ages ranged from 12 to 18 years, with a mean age of 14.7 years (SD = 1.6).

Percentage agreement between the initial evaluations, psychological evaluations, and the exit evaluations ranged from 61.7% to 81.6%. A chi-square (x^2 (1) = 13.57, $p < .001$) revealed stronger consistency in interrated agreement from the psychiatric to the discharge evaluation for depression than for nondepression diagnoses. Female adolescents were diagnosed more often with depressive disorders than were male adolescents.

Our findings revealed strong interrater agreement from the psychiatric diagnosis to the discharge evaluation for depression, but interrater agreement for the nondepression diagnoses was highly inconsistent. Counselors are encouraged to evaluate the consistency of diagnostic decisions of adolescents with whom they work.

"ASSESSMENT OF PARENTAL AND ADOLESCENT VERBAL INTERACTIONS"

Rhydonia H. Anderson, Harding University, and John R. Slate and David A. Saarnio, Arkansas State University

Verbal interactions between adolescents and their parents may affect adolescents' self-esteem and self-concept. Recently, researchers reported the development of an instrument, the Verbal Interaction Questionnaire (VIQ), designed to measure adolescents' perceptions of their parents' verbal interactions with them. Although helpful, information about the interactional dynamics, or the relationship between adolescents' perceptions and their parents' perceptions of verbal interaction, remains unavailable in the VIQ. This paper discusses modifications of the VIQ to assess more thoroughly the familial dynamics of the verbal interaction process.

Directions and items on the VIQ were reworded in order to (a) assess parents' perceptions of their own verbal interactions with their adolescent children and (b) assess parents' perceptions of how they believed their adolescent children perceived their verbal interactions with them. Also, questions dealing with conflict, anger, depression, and parenting style were added.

Our modifications of the VIQ provide counselors with a tool that should provide information about the interaction patterns occurring between adolescents and their parents. Such information should assist counselors in dealing with adolescents experiencing family conflicts.

9:00 a.m. - 9:50 a.m. **ADMINISTRATION (Discussion)..... Forum East**

Presider: Robert L. Doan, University of South Alabama

Presenters: "SELECTION PROCESSES USED IN HIRING SCHOOL ADMINISTRATORS"

Ann M. Hassenpflug, The University of Memphis

The purpose of this study was to review the existing research on procedures and criteria used in selecting school administrators as well as to review the literature on the use of interviews for filling managerial positions. This topic is of special interest because of the need to replace the large number of administrators retiring within the next few years.

Research on school administrator selection procedures has tended to use survey methodology and to focus on the selection of upper-level administrators rather than entry-level administrators. Although districts typically claimed to have designed open selection processes, researchers found little evidence to support such claims. Interviews functioned as major

components in the selection processes although selection interview research has demonstrated the problematic nature of such interviews.

Although school reform research indicates the need for leaders who will be innovative and provide vision, the selection processes for hiring administrators tend to produce finalists who are perceived to fit best with the current culture of the district. The research methodologies need to be expanded to include detailed case studies of selection processes, and new models to guide the development of selection procedures need to be created.

"21ST CENTURY ADMINISTRATIVE DEVELOPMENT PROGRAM"

Cynthia M. Gettys, The University of Tennessee, and Elinor Barnes and Stuart Silberman, Chattanooga (TN) Public Schools

During the 1990's, nearly 60% of all current principals in the United States will retire. Realizing this statistic, an urban district established an Administrative Development Program. The goal of this program was to provide additional training to educators who had earned master's degrees in Administration and Supervision, held current principal certification, and aspired to move into principalships.

The Administrative Development Program consisted of 15 two-hour sessions on Wednesday from 4:30 - 6:30 p.m. Participants were expected to attend all 15 sessions along with completing required readings, writings, and simulated activities.

The purpose of this study was to determine how successful this program was in preparing educators to move into available principalships.

The research findings have been divided to represent the major areas of principalships: elementary, middle school, and high school. In addition, appointments to other administrative positions that became available within the State Department of Education and the local central office have also been included in these findings. Mean scores have been calculated for each division. Findings graphically demonstrate an advantage, following participation in the Administrative Development Program, in attaining a principalship in this urban setting.

"AN INVESTIGATION OF MISSISSIPPI EDUCATIONAL LEADERSHIP FOR WOMEN PARTICIPANTS FROM 1986-1992"

Janet C. Henderson, Starkville (MS) Public Schools, and Bettye Pulliam Holcombe, Houston (MS) School District

The purpose of the study was to investigate the current status of women who have obtained or pursued an administrative position after attending the Mississippi Educational Administration Leadership Institute for Women. A questionnaire was developed and distributed to the 235 participants from the last seven years of the institute. The questionnaire documented the current status of the participants and identified factors that contributed to the success or failure of obtaining an administrative position.

The statistics used to evaluate the data included mean scores, correlations, factor analysis and cross tabulations. The level of significance for the study was .05. Cross tabulations revealed a relationship between position held and having a mentor. Factor analysis identified factors contributing to success or failure in obtaining an administrative position. Further implications of the study are discussed.

9:00 a.m. - 9:50 a.m. RESEARCH METHODOLOGY (Training) .....International

Presenter: "AVOIDING SEVEN COMMON METHODOLOGY MISTAKES IN QUANTITATIVE RESEARCH: A TRAINING SESSION FOR DOCTORAL STUDENTS AND FACULTY"

Bruce Thompson, Texas A&M University and Baylor College of Medicine

Many researchers who conduct quantitative studies are primarily trained in substantive as against methodological areas. Consequently, the methodologies such individuals use may not always be the most current or may involve common methodological pitfalls. The purpose of this two-hour training session is to briefly summarize seven methodological premises and to explain the logic underlying these principles. Illustrative studies will be cited as heuristic examples of the problems that can be encountered if these principles are not sufficiently considered.

The seven principles are only briefly noted here, given space limitations. First, because tests are not reliable, scores are, the data in hand must generally be evaluated for measurement integrity. Second, statistical significance testing is of limited importance, especially as regards measurement characteristics statistics, and should be augmented by other analyses. Third, multivariate methods are usually vital in behavioral research. Fourth, result interpretations should not be based only on standardized weights. Fifth, covariance correlations are generally either unnecessary or ineffective, and should, therefore, usually be avoided. Sixth, intervally-scaled variables should generally not be converted to the nominal level of scale. Seventh, stepwise methods should not be used.

9:00 a.m. - 9:50 a.m. **TESTING AND ASSESSMENT (Display) ..... Embassy**

Presenters: "A PORTFOLIO ASSESSMENT PROCEDURE FOR PRESERVICE TEACHERS"

Arlene Adams, Coastal Carolina University

This presentation described a portfolio procedure for assessment of preservice teachers before entry into the Professional Year. This assessment technique seeks to capture individuals teaching capabilities that may not be evident in traditional assessment methodologies. Portfolios also examine the development of teaching capabilities over time. The portfolios examined here measured the same dimensions as the state-mandated student teaching assessment, but at a different level of proficiency. These elements allowed the evaluation of individual students as well as evaluation of the effectiveness of the teacher-training program.

A variety of materials were displayed at this presentation. The various dimensions examined by the portfolio were described: professionalism, planning, instruction, management, and communication. Each dimension involved up to 10 specific requirements, which were described. For their portfolios, students were asked to provide evidence of fulfillment of each requirement, along with a written rationale for each; examples of such student work were provided. The evaluative rubrics were described, and samples were also provided of evaluations of students' work. Student and faculty reactions to the process were provided. Further, the makeup of the examining committees and the due-process procedures were also described.

"JOINT FACTOR ANALYSIS OF THE WOODCOCK-JOHNSON PSYCHOEDUCATIONAL BATTERY-REVISED AND THE DETROIT TESTS OF LEARNING APTITUDE-ADULT"

Ron McGhee and Joseph A. Buckhalt, Auburn University, and Carol Phillips, TLW Shared Services

A number of recent studies have focused on verifying the factorial structure of human cognitive abilities hypothesized by Horn and Cattell in their Gf-Gc theory. While the stability of factors in populations from young childhood to middle adulthood has been well documented, few data have been gathered in for older adults. The organization of cognitive factors in a sample of older adults was investigated by a joint factor analysis of the subtests from the Woodcock-Johnson Psychoeducational Battery-Revised (WJ-R) and the Detroit Tests of Learning Aptitude-Adult (DTLA-A). Two extensive batteries were administered, following Woodcock's recommendation that in order for factors to be identified, a sufficient number of markers for each factor must be present. Subjects for the study were 41 adults ranging in age from 55 to 76 years. Altogether, nine sets of exploratory and confirmatory factor analyses on 29 variables were conducted. The results provide evidence for nine latent factors based on Horn and Cattell's Gf-Gc theory of intelligence. Theoretical and practical implications of the findings are discussed.

"DEVELOPING COMPUTERIZED TESTS USING AN AUTHORING PACKAGE"

Margaret L. Glowacki and Anna C. McFadden, The University of Alabama

The purpose of this presentation is to introduce educators to the use of multimedia technology in creating computerized tests by using an authoring package that does not require extensive programming knowledge but allows flexibility. Although considerable research has been conducted regarding computerized testing, its use in the classroom has not been widespread. This may be due to the fact that many educators do not have the programming skills or time required to develop computerized tests. Authoring packages provide an alternative for individuals not proficient in programming skills or who may not have the time to learn a programming language.

The authoring package used for the computerized test developed by the authors was Authorware Professional, which employs an object-oriented interface and does not require extensive programming knowledge or skills. Authorware Professional enables the developer to use most conventional types of testing formats and also allows use of simulations. Tests can include graphics, digitized video, and sound, and responses to items can be given in a variety of ways. Both the computerized test and Authorware Professional are demonstrated. The advantages of authoring packages for the development of computerized testing and other educational applications make them a feasible alternative for educators.

10:00 a.m. - 10:50 a.m. SCHOOL ADMINISTRATORS (Discussion).....Polk

Presider: Lucinda H. Rose, Mississippi State University

Presenters: "ASSISTANT PRINCIPALS: ARE WE WHO WE THINK WE ARE?"

Mary W. Funderburk and Don Clayton, The University of Montevallo

Building on previous research, this study was conducted to determine the current status of assistant principals. Answers to the following questions were sought. Who are assistant principals (i.e., age, gender, preparation, experience)? Is the position delineated in written job descriptions? Is the assistant principalship considered a career or transitional position? How

satisfied are assistant principals with factors concerning their job? How involved are they in various responsibilities of the school?

Frequencies, percentages, and chi-square statistics were used to analyze questionnaire responses. The results showed that, of 279 assistant principals in Alabama responding, 55% were males, 59% were 41-50 years of age, 70% had 10 or more years of teaching experience, 62% held master's degrees, 69% had written job descriptions, and 78% viewed the position as transitional. Respondents were generally satisfied with their jobs with salaries being rated lowest . Assistant principals had the highest degree of involvement with discipline and the lowest degree with budget planning. Significance differences were found between elementary and secondary assistant principal involvement.

These results indicate that while assistant principals are being more involved in the operation of schools, they still lack involvement in some critical areas of local school administration.

"PERCEPTIONS OF RESPONSIBILITY FOR DECISION-MAKING: HIRING A TEACHER"

Marie Somers Hill, East Tennessee State University, and DiAnn B. Casteel, Greene County (TN) Public Schools

In the midst of talk, action, and changing policy surrounding site-based decision-making and other restructuring initiatives, who do educators perceive should be responsible for hiring teachers? A survey, Decision-Making: Hiring a Teacher, was formulated to determine an answer. Before surveying educators, the survey draft was reviewed by human service directors, revised, piloted with educational leadership students, and revised into final form.

For the study, 273 educators in northeastern Tennessee were surveyed to determine their perceptions of where responsibility should reside in the hiring process. Participants indicated preferences for decision-making resting with either district administration, the principal, a committee, or a combination for a variety of steps throughout the process. Steps ranged from the initial decision to staff a teaching position through application, interviewing, and hiring procedures.

The chi-square statistic was used to determine differences in perceptions of teachers and principals. Significant differences exist in how each of these groups regard responsibility for steps involved in hiring a teacher. Most respondents felt that the district should be responsible for initial funding of positions and for training personnel in interviewing. With regard to actual interviewing and final decisions surrounding the choice of candidates, participant perceptions were less definite.

"DIFFERENCES IN PERCEPTIONS OF ORGANIZATIONAL SOCIALIZATION PROCESS AMONG SUBGROUPS OF BEGINNING PRINCIPALS IN LOUISIANA"

Scott M. Norton, Louisiana State University

The purpose of the study was to examine the relationship between previous administrative experience and the organizational socialization process of beginning principals. Information about perceptions of the organizational socialization process was obtained from a sample of Louisiana public school principals during their first semester after appointment. Socialization constructs were measured to determine differences among subgroups of beginning principals.

A multivariate analysis of variance (MANOVA) technique was employed to analyze the relationship between three subgroups of beginning principals (promoted from within the same school; promoted from within the same district/difference school; promoted from outside

the district) and various constructs of the socialization process. Results are hypothesized to be related to the adoption of custodial or innovative orientations to the principalship.

The results of this study show differences among beginning principal subgroups regarding their perceptions of the organizational socialization process. This study represents the quantitative component of a mixed methodology research design regarding the socialization experiences of beginning principals.

10:00 a.m. - 10:50 a.m. INSTRUCTION FOR SPECIAL NEEDS (Discussion).....Jackson

Presider: Nancy H. Barry, Auburn University

Presenters: "SOCIAL PLAY INTERACTIONS OF CHILDREN WITH DISABILITIES: IMPLICATIONS FOR INTEGRATION AND FULL-INCLUSION IN PRIMARY CLASSROOMS"

Katharine R. Beale and Paul B. deMesquita, University of Kentucky

Educational reform presents numerous opportunities for the inclusion of children with mental disabilities into regular primary classroom environments. However, the integration of regular and exceptional children presents challenging problems not only for students but for both special and regular education teachers. This study examined the nature of social interactions of six children with functional mental disabilities during unstructured free play students in kindergarten.

A combination of case study and single-subject methodology focused on the interactions of five children with disabilities and 11 children without disabilities. A series of behavioral observations were completed using an interval recording method. Observations measured children's level of engagement in the following six developmental dimensions of play: Unoccupied, Solitary, Onlooker, Associative with disabled children, Parallel with nondisabled children, Associative with nondisabled children. Teacher-student interactions were also observed.

Overall, results suggested that children with functional mental disabilities (FMI) tended to limit their interaction to other children with similar disabilities. However, disabled children with more mature developmental levels of play were observed to interact more often with nondisabled peers. Intervention plans were developed for selected FMD children during a collaborative teacher consultation. Implications for inclusion of children with disabilities are discussed.

"TEACHING MATHEMATICS TO ATTENTION DEFICIT DISORDER STUDENTS"

Warren A. Land and Kim Edwards, Mississippi State University

The primary purpose of this study was to determine the best and most current methods available for teaching mathematics to children with Attention Deficit Disorder. Specifically, this study was directed toward a review of the current research literature as a means of learning more about the behavior of children who have Attention Deficit Disorder and the most effective methods that may be available to teach them.

The number of school age children with Attention Deficit Disorder is estimated to be between 10% and 20% percent of the elementary school population. This population has increased over the last decade and is expected to continue to grow. The need to understand these children and the ability to effectively teach them is obvious.

Attention Deficit Disorder has been a concern of the scientific community since the

early 1900's. Today, considerable progress has been made in the criteria for diagnosis, treatment, and ways of teaching mathematics and other academic subjects to children with Attention Deficit Disorder.

Specifically, the research literature suggested close communication between home and school and an activity learning format including manipulatives. Care should be taken to insure that they understand the meaning and importance of the lesson as it is being taught.

"THE EFFECT OF CARTOONING INSTRUCTION IN A FULL-INCLUSIVE SETTING ON RURAL CHILDREN'S PERFORMANCES ON THE GOODENOUGH-HARRIS DRAWING TEST: SELECTED CASE STUDIES"

G. Franklin Elrod and Stephen J. Obringer, Mississippi State University

The purpose of the study was to discern the effect of cartooning instruction on the performance of disabled and non-disabled students on the Goodenough-Harris Drawing Test. The Goodenough-Harris Draw-A-Man (DAM) and Draw-A-Woman (DAW) tests have been accepted as an indicator of intelligence. This study, via pre-/posttest analysis and examination of specific cases, explores the effect that instruction in drawing cartoons had on the DAM and DAW performance of sixth-grade children in a full-inclusive class from a rural area of eastern Oregon. The subjects included 21 students, 12 males and nine females, with six children coming from cultural- and language-different backgrounds. Inclusive students were categorized as talented and gifted, learning disabled, and mentally retarded.

T-test comparisons revealed no significant differences on overall DAM and DAW pre-/posttest performance. However, a comparison between DAM pre-/posttest "gainers" and "decliners" revealed a significant difference ($p<.05$), with those students with the lowest pretest scores showing the most posttest gain.

Since the students with the lowest pretest results were those with disabilities, this study demonstrates that students with mild to moderate disabilities can benefit from instruction in general education classrooms.

10:00 a.m.- 10:50 a.m. EXPLORATIONS IN TEACHING FROM A WHOLETHEME PERSPECTIVE (Symposium).....Forum West

Organizer: Catherine Reid Strickland, Troy State University

Discussant: Inez C. Rovegno, The University of Alabama

Presenters: "AN OVERVIEW OF TEACHING FROM A WHOLETHEME PERSPECTIVE"
Catherine Reid Strickland, Troy State University, and Asghar Iran-Nejad, The University of Alabama

There is general agreement that traditional schooling creates a large gap between what is learned in schools and the knowledge required for functioning well in real-life situations. The presentations in this symposium discuss research on how the wholetheme approach eliminates this gap by creating knowledge in children that is directly relevant to real-world situations. This overview discusses background research related to this issue. The main argument of this overview and other presentations in this symposium is that people's functional knowledge of the world is thematic in nature and organization and may be best characterized as an intuitive knowledge base (IKB), as opposed to a storehouse of concepts, facts, and definitions. Schools, on the other hand, continue to widen the gap between academic learning and real life by focusing on concepts, facts, and definitions. The wholetheme approach solves this problem by

making thematic knowledge the direct target of teaching.

"THEMATIC ORGANIZERS AS A TOOL FOR TEACHING FROM THE WHOLETHEME PERSPECTIVE"
Ashgar Iran-Nejad, The University of Alabama

Learning in the wholetheme approach is defined as reorganizing one's own intuitive knowledge base, as opposed to storing facts. This presentation discusses several thematic organizers to illustrate their role as a teaching tool.

"DISCIPLINE-BASED AND WHOLETHEME APPROACHES TO ART EDUCATION"
Robert Pope and Asghar Iran-Nejad, The University of Alabama

Discipline-based art education is a movement embracing the techniques from the more formal science and math curricula. This paper compares and contrasts discipline-based art education (DBAE) with a wholetheme approach to art education and discusses research relevant to these approaches. The central argument is that art emerges naturally from the artists' intuitive knowledge base and so should science and math. DBAE, on the other hand, is moving in the opposite direction. According to Read (1988), art and society interact and mutually consume influences from each other. By basing the teaching of formal disciplines such as science and math as well as art education on learners' intuitive knowledge bases, the wholetheme approach promises to move us closer to a healthier education and society.

"THE ROLE OF METAPHOR AS A TOOL FOR TEACHING FROM A WHOLETHEME PERSPECTIVE"
Catherine Reid Strickland, Troy State University, and Asghar Iran-Nejad, The University of Alabama

This presentation explores how metaphor (or analogy) can be used as a tool for reaching and reorganizing the intuitive knowledge base of students. Qualitative data from 60 students involved in a preservice educational psychology course are reported and discussed.

"APPLICATION OF THE WHOLETHEME APPROACH TO TEACHING PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOLS"
Weiwyn Chen, Inez Rovegno, and Asghar Iran-Nejad, The University of Alabama

This paper discusses and extends the recent movement approach to teaching physical education in elementary schools. Traditional, movement, and wholetheme research is analyzed to show that the movement approach differs from the traditional physical education methodology in the same way as the wholetheme approach differs from traditional piecemeal approaches to schooling. The goal is to extend and enrich the movement approach and make it more meaningful to teachers and learners.

10:00 a.m. - 10:50 a.m. ATTITUDES TOWARDS TECHNOLOGY
(Discussion) .....Forum East

THURSDAY, NOVEMBER 10, 1994

Presider: William A. Rieck, University of Southwestern Louisiana

Presenters: "DIFFERENCES IN STUDIO AND SITE CLASSES' VIEWS OF DISTANCE LEARNING"

Neelam Kher-Durlabhji, Lorna J. Lacina-Gifford, and Randall Jones, Northwestern State University

The purpose of this study was to determine the attitudes of inservice teachers' towards the distance learning process. Data about classroom interaction and quality of instruction were obtained from 18 teachers in a studio class and 53 teachers at seven different site locations.

Data in the form of responses to a close-ended questionnaire were collected from the teachers. Studio teachers were asked specific questions about being "on camera," and site teachers were asked specific questions about being "on site." Frequencies and percents were tabulated for each item. Correlations were found for each group.

The results of this study indicated that studio students compared to site students are more easily distracted by the technology, have a harder time paying attention, and feel that they learn less than in a regular class.

Thus, our data indicate a need to develop a more positive classroom atmosphere in the television studio and to make the site students feel more a part of the class.

"A CROSS-CULTURAL VALIDATION STUDY OF THE COMPUTER ATTITUDE SCALE"

JinGyu Kim and James E. McLean, The University of Alabama, and SooBack Moon, Hyosung Women's University (Korea)

The Computer Attitude Scale (CAS) developed by Loyd and Gressard (1984, 1986) is one of the most widely used instruments measuring attitudes toward computers. No research on cultural validity and reliability of the scale has been published. The purpose of this study was to compare the psychometric characteristics of Korean and American versions of the CAS.

Subjects were 303 Korean (182 females and 121 males) and 354 United States (217 females and 137 males) high school and college students. The students in both countries were given the Computer Attitude Scale in regular classrooms. The scale was given in the native language of the students in both countries. The Korean version of the CAS was translated into the Korean language by a native Korean speaker and reviewed by another. Results showed that American students were more positive toward computers. The results also suggested that the CAS was a reliable and valid measure of computer attitudes and that it could be effectively used in the cross-cultural studies.

"THE RELATIONSHIPS AMONG GENDER, COMPUTER EXPERIENCE, AND ATTITUDES TOWARD COMPUTERS"

SooBack Moon, Hyosung Women's University (Korea), and JinGyu Kim and James E. McLean, The University of Alabama

Computers have been increasingly used in classrooms across the world. The presence of computers in schools suggests several research questions when considered in terms of psychological issues. Most studies on these issues have been performed in western cultures. The cross-cultural validity and reliability of such research have seldom been explored. The purpose of this study was to examine the relationships among gender, computer experience, and attitudes toward computers.

Subjects included 303 Korean college students (182 females and 121 males). The students were given the Computer Experience Questionnaire (Mazzeo, Druesne, Checketts, & Muhlstein, 1991) and Computer Attitude Scale (Loyd & Gressard, 1984) in the spring semester, 1994. It was found that computer experience was a significant factor in predicting computer attitudes, and male students had more positive attitudes toward computers than females. The results were consistent with similar research on American college students. Educational implications of these findings are discussed.

10:00 a.m. - 10:50 a.m. EARLY CHILDHOOD (Display) ..... Embassy

Presenters:

"IMPACTING THE HEALTH KNOWLEDGE AND SELF-ESTEEM OF KINDERGARTNERS AND FIRST AND SECOND GRADERS THROUGH A MULTI-FACETED ANIMATED PROGRAM"

Dawn M. Wilson, Northeast Louisiana University; Temple Lymberis, Mississippi Educational Television; and Melvin E. Franks, Mississippi State University

The purpose of this project was to determine the effects of a comprehensive health education program on five-, six-, and seven-year-old children. The program, titled "Funnybones," presented a creative way to "entertain" children while actively learning about risk factors associated with ill health. Eight videos and a teacher's guide presented key health issues necessary to improve and enhance the physical, emotional, and social health of children. The guide included lesson plans, student work sheets, resource materials, and evaluation procedures. The series presented basic health concepts and taught critical thinking skills necessary to make good "healthy" decisions.

This display provides the viewer an opportunity to observe segments of the eight videos and examine samples of teacher guides and age-specific lesson plans, work sheets, and activities. Suggested evaluation methods are presented.

The project was based on the Comprehensive School Health Curriculum - Linking Health and Education in Mississippi Schools. It was funded by a grant from the United States Department of Education Comprehensive School Health Education Program and the Mississippi State Department of Education. Produced by Mississippi Educational Television, "Funnybones" was awarded a "Bronze Apple" from the National Film Video Festival and a regional "Emmy" award.

"THE USE OF A SCIENCE INTERACTIVE VIDEODISC IN AN EARLY CHILDHOOD CLASSROOM"

Edward L. Shaw, Jr., Robert L. Doan, and Richard L. Daughenbaugh, University of South Alabama

This is a pilot study on the use of an interactive videodisc in teaching science concepts of "sinkers and floaters" to kindergarten students. The purpose of this study is to supplement hands-on science activities with an interactive videodisc.

The researchers have pressed the interactive videodisc on "sinkers and floaters" to be used in the research. In addition to the disc, all necessary materials, authoring programs, and lessons for the teachers have been developed. The researchers have chosen a posttest-only design as the format for the research.

Data collection was done in the fall using a variety of kindergarten classrooms in a public school system. Using the posttest-only design, the following treatments were used: control group (receives only the posttest), teacher demonstration only (students observe, analyze,

and predict), hands-on only by children, interactive videodisc only, and interactive videodisc with hands-on activities.

Anticipated results indicated that the interactive videodisc and hands-on treatment group score significantly higher than the other treatment groups.

"PROJECT PEACE: PARENT EDUCATION AND CHILD ENRICHMENT"

Jane H. McHaney and William D. Impey, Kennesaw State College

The purpose of this display session is to share a successful collaborative effort between Kennesaw State College, Cobb County School System, and a community service agency. This display helps to shed light on the types of issues to be encountered in partnerships involving professional development schools where a collaborative context for change is sought. The display also includes the complex and multifaceted nature of partnerships and the benefits gained by all parties.

Project PEACE was initiated during the 1993-94 school year. The project was an effort to provide effective parenting classes for parents who had children enrolled in a Cobb County elementary school. The parenting class was taught by a counselor from a community service agency. While the parents attended the parenting classes, their children (ages 2-4) were provided developmentally appropriate learning experiences led by preservice teachers from Kennesaw State College. This display includes video tapes of the preservice teachers as they worked with the preschool children, a paper that will describe the project, and pre- and post-evaluations of the project.

11:00 a.m. - 11:50 a.m. TECHNOLOGY TRAINING (Discussion)..... Polk

Presider: Abbas Tashakkori, Louisiana State University

Presenters: "THE STATUS OF TECHNOLOGY USAGE IN SOUTHEASTERN LOUISIANA AND THE IMPEDIMENTS TO TECHNOLOGY USAGE"

Beatrice Baldwin and Anne Sinclair, Southeastern Louisiana University

A survey of 131 southeast Louisiana educators revealed a significant and meaningful discrepancy between educators' familiarity with technology and media and the accessibility of such technology. The educators were 73% female and 27% male, and 22% of the respondents were elementary level educators; 51% were middle/junior high school, and 27% were secondary level. The respondents reported an average of 14.25 years of experience as educators.

The questionnaire asked subjects to respond to a variety of items indicating familiarity with and accessibility to technology. In addition, subjects were asked to describe the major impediments to technology usage and to indicate what types of assistance would be most helpful to promoting technology use.

Overall, respondents consistently reported that their level of technology knowledge exceeded the availability of the technology. For example, although 80% of subjects reported being somewhat or very familiar with CD-ROM technology, only 51% reported having that technology available in their schools.

Educators reported that the most serious impediment to technology usage was the lack of hardware (80.4%), followed by the lack of training (78.6%). Respondents also reported that inservice workshops, conferences, and district technology consultants were the most helpful means of gaining technology knowledge.

"EMERGING TECHNOLOGY IN SCHOOL-SITE ADMINISTRATION: IMPLICATIONS FOR INCREASING HUMAN POTENTIAL"

Nathaniel L. Felder and I. Emett Burnett, Jr., Xavier University

The purpose of this paper was to identify an emerging capability in technology and consider relevant applications through school-site administration that might help release teachers' creative human potential in ways beneficial to students. Although substantial literature existed on technology and educational management, relatively little addressed how use of technology in school-site leadership might help increase such human potential.

The use of multimedia authoring tools was examined in relation to (1) curriculum development and enhancement, (2) instructional delivery, and (3) accurate measurement of instructional effectiveness. Emphasis was placed upon how the technological integration of voice, image, sound and motion in the educational process could help facilitate the creative professional potential of the teacher.

School-site leadership was perceived as facilitating optimal development of the creative human potential residing in each faculty member. It was concluded that (1) technology could be used as a vehicle to free faculty members from necessary but time-consuming routine tasks, (2) creative use of technology could help open up new perspectives of the possible for the school, and (3) proper use of technology could help diminish the deadening effect of bureaucracy on educational reform at the school-site level.

"THE VIRTUAL CLASSROOM AND VERTICALLY-INTEGRATED TECHNOLOGY TRAINING FOR EDUCATION: NEW PARADIGMS FOR TELECOMMUNICATIONS TECHNOLOGY TRAINING OF SCHOOL PERSONNEL"

Marion T. Wesley, Jr. and Melvin E. Franks, Mississippi State University

Effective personnel development in schools is essential for successful adoption of technological resources (e.g., the Internet). Two training methods requiring further research and evaluation have been informally applied by practitioners. This paper formally defines two techniques based on prior informal practice: the Virtual Classroom and Vertically Integrated Technology Training for Education (VERITTE). A research program to apply these methods to develop competencies for and positive attitudes toward technologies in schools and to assess effectiveness is proposed.

Research indicates that successful adoption of technological educational innovations occurs when technologies are compatible with the felt needs, goals, and values of practitioners and students and when participants perceive them as simple, reliable, flexible, and accessible tools. The proposed techniques address the establishment of positive perceptions as well as practical competencies concerning telecommunications technologies.

The Virtual Classroom can be applied to the experiential learning of telecommunications and other technologies. The Virtual Classroom is expandable in time and space, and its informational territory can grow indefinitely as new knowledge and resources are acquired and new members added. VERITTE, a new paradigm for educational technology training, will simultaneously address multiple organizational levels of schools in shared learning experiences.

11:00 a.m. - 11:50 a.m. DEMOGRAPHIC, PSYCHOSOCIAL AND EDUCATIONAL CHARACTERISTICS OF STUDENTS WITH UNILATERAL HEARING LOSS (Symposium)..... Jackson

THURSDAY, NOVEMBER 10, 1994

Organizer: Faye P. McCollister, The University of Alabama

Presenters: "OVERVIEW OF THE UNILATERAL HEARING LOSS PROJECT"
Faye P. McCollister, Cheryl S. Bartlett, and Marcia R. O'Neal, The University of Alabama

"DEMOGRAPHICS AND EDUCATIONAL SETTINGS"
Faye P. McCollister, Cheryl S. Bartlett, and Marcia R. O'Neal, The University of Alabama

"PSYCHOSOCIAL VARIABLES"
Cheryl S. Bartlett, Faye P. McCollister, and Marcia R. O'Neal, The University of Alabama

"EDUCATIONAL PERFORMANCE"
Marcia R. O'Neal, Faye P. McCollister, and Cheryl S. Bartlett, The University of Alabama

Although students with unilateral hearing loss are placed in regular educational settings and are not expected to have educational problems related to their hearing loss, as many as 50% of the students fail at least one grade or require resource help. The purpose of this study, funded by the United States Office of Education, was to investigate demographic, psychosocial, and educational characteristics of students with unilateral hearing loss. Surveys designed to evaluate medical, educational, parental, and self-perceptions of students with unilateral hearing loss were received from 373 respondents representing 94 students who ranged in age from 5 years, 7 months to 20 years, 8 months.

The severity of the hearing loss ranged from mild to profound. The etiology of the hearing loss was variable with the majority being caused by unknown factors. The family constellation included 31 subjects living in single-parent homes and 63 living in two-parent homes. Almost half of the subjects were identified as being eligible for special education services. The predominant resource service areas were learning disabilities and hearing impaired.

Two instruments were used to study psychosocial variables: the Social Skills Rating Scale (SSRS), and project-generated surveys designed to investigate behaviors related to unilateral hearing loss. Both instruments had forms for parents, students, and teachers. The SSRS was used to provide norm-referenced information regarding students' behaviors across three dimensions, two of which were social skills and problem behaviors. Additional variables from the project-generated questionnaires were used to determine correlations between unilateral hearing loss factors and the social skills and behavior outcomes identified by the SSRS. Data revealed that a substantial number of subjects were seen as having behavioral difficulties in a number of their classes.

A number of educational performance variables were examined as part of this study, such as Stanford Achievement Test (SAT) results, respondents' perceptions of academic difficulties that may exist for the student, and results of the SSRS academic competence dimension. SAT scores, available for approximately half the subjects, revealed mean NCEs of approximately one-half standard deviation below the national average. Many of the students in this study were viewed as having academic difficulties in a number of subject areas.

11:00 a.m. - 11:50 a.m. HIGHER EDUCATION (Discussion)..... Forum West

Presider: Linda K. Walker, Mississippi State University

Presenters: "GENDER PROFILES AND CAREER ASPIRATION OF ADMINISTRATORS IN HIGHER EDUCATION"

Susan S. Hubbard and Jacquelyn P. Robinson, Auburn University

The purpose of this study was to identify factors that enhance administrative placement with regard to gender. Higher education administrator profiles were developed, and aspiration levels were evaluated. Questionnaires were sent to 370 administrators in four-year institutions in the mid-south. The response rate was 73%. The dependent variable of administrative aspiration was analyzed utilizing multivariate analysis of variance with univariate follow-up tests on each of the multivariate effects. Profiles of male and female administrators were developed using descriptive statistics (age, race, education, experience, institutional affiliation, and the utilization of mentoring and networking opportunities).

Demographic information and strategies for advancement were developed in the profiles that highlighted differences by gender. For the dependent variable of administrative aspiration, a significant effect was found for administrative position, indicating significant multivariate difference between administrative position levels. Significant effects were found in the variable of administrative aspiration. Those administrators aspiring to a different level of administration would most likely be those with advancement opportunities available.

The findings of this study have implications for increasing placement opportunities in leadership positions. Profiles developed provide insight and guidance for future administrators.

"THE PERCEPTIONS OF THE ADMINISTRATORS AND FACULTY REGARDING PURPOSES, APPROACHES, AND USES OF FACULTY PERFORMANCE EVALUATION AT A SELECTED UNIVERSITY"

Wing Fu Szeto, University of Southern Mississippi

Faculty performance evaluation has been a hotly debated and often controversial concept in higher education. The debate has heightened recently in light of a trend to require not only that faculty evaluation take place, but also that specific evaluative procedures be used.

The purpose of this study was to determine the perceptions of administrators and faculty at a selected comprehensive university regarding purposes, approaches, and uses of faculty performance evaluation, and to explore the degree of satisfaction with the present evaluation process at the university.

Data were obtained by use of a questionnaire designed for the total population of academic deans and division chairpersons (administrators) and faculty (within primarily teaching divisions) of a comprehensive university in Mississippi.

Chi-square tests were used to analyze the data collected. This technique revealed statistically significant differences between faculty's and administrators' perceptions of current and ideal purposes for, approaches to, and uses of the results of faculty evaluation. Data obtained from administrators and faculty were further analyzed from the following perspectives: age, sex, years of experience, administrative training, tenure status, and rank. Point biserial correlation coefficients were calculated from the data to determine faculty's and administrators' satisfaction with the evaluation process.

"FACULTY ROLES AND ACCOMPANYING REWARD SYSTEMS WITHIN TEACHER EDUCATION: THE SCHOLARSHIP OF INTEGRATION"

Sam Evans and Carl R. Martray, Western Kentucky University

In the context of educational reform efforts, teacher education faculty have been expected to model effective teaching practices on campus, and teachers in field-based sites must be part of a collaborative team. There must be consistency between what occurs at the university level

and in the elementary and secondary setting and vice versa. Changes within the field of education are forcing a change in the role expectations of university faculty involved in the education of teachers; however, are institutions of higher learning providing the requisite incentives and rewards for teacher educators to meet the demands brought about through educational reform?

Current findings indicate that scholarship of discovery has been the benchmark for university faculty. Furthermore, the current reward structures mitigate against collaborative efforts involving school personnel and university faculty and do not appear to support what research findings indicate are necessary components of teacher education programs.

This contradiction between role expectations within the context of educational reform and the reward structures has reduced the impact of university faculty on the world of practice and has resulted in the continuation of the gap between theory and the world of practice.

"MULTIVARIATE CORRELATIONAL ANALYSIS OF A STUDENT SATISFACTION SURVEY ADMINISTERED AT EAST TENNESSEE STATE UNIVERSITY"

Kathy K. Franklin, East Tennessee State University

Data collected from a student satisfaction survey administered to undergraduate students at East Tennessee State University were analyzed to determine the variables that have an impact on student satisfaction. A random sample of 2,634 undergraduate students was drawn, using a cluster sampling method, from a stratified population of on-campus day classes, all evening classes, and classes off-campus. Further randomization was performed on the sample to allow inferences to be made at the individual level. The final sample was 2,500 undergraduate students. The survey was a self-report questionnaire using a Likert-type measurement scale.

To explain student satisfaction, three multivariate techniques were employed: factor analysis, discriminant analysis, and multiple regression. Six factor loadings were determined to have significance to the overall satisfaction of the ETSU student: major field of study, personal development satisfaction, academic involvement, analytical problem solving, and cultural awareness. The multivariate correlation between overall satisfaction and the six factors was significant ($p<.001$). After removing the satisfaction factor, student overall satisfaction with ETSU was best explained by their satisfaction with their major study and analytical problem solving skills. The findings of this study provided focus for ETSU in designing programs that impact student satisfaction.

11:00 a.m. - 11:50 a.m. TEACHER EDUCATION (Discussion)..... Forum East

Presider: Ernest A. Rakow, The University of Memphis

Presenters: "THE DIFFERENCE IN THE MORAL JUDGMENT DEVELOPMENT OF UNDERGRADUATE TEACHER LICENSURE AND NONTEACHER LICENSURE STUDENTS AND IMPLICATIONS FOR PROFESSIONAL SUCCESS"

Terry L. Simpson, Maryville College

The purpose of this study was to analyze the difference in the moral judgment development of undergraduate teacher licensure and nonteacher licensure students. The Defining Issues Test (DIT) was administered to 91 students enrolled in an upper-level ethics course (general education requirement for all students) at Maryville College. The sample consisted of 38 teacher licensure and 53 nonlicensure students taking the course during the

January term over a two-year period.

The principled moral reasoning (P Score) of the teacher licensure students was significantly lower ($p<.05$) than the score of the nonteacher licensure students.

If the P Score has a positive correlation with professional success, as has been suggested by other research, then K-12 teachers may not be as likely to experience the same level of success in teaching as will their colleagues who have chosen other professions.

"SURVEY OF TEACHER PRACTICES IN THE LIVINGSTON UNIVERSITY SERVICE AREA"

Kathleen M. Pittman, Livingston University

The purpose of this study was to find out more about area elementary and early childhood teachers and classrooms and the kinds of activities, strategies, and methods customarily utilized. A survey instrument was developed by three Department of Elementary and Early Childhood Education faculty members in consultation with area teachers. A pilot study was conducted. After minor revisions of the instrument, the survey of demographic variables, teacher attitudes, and teacher practices was distributed to 12 area schools chosen by random sample. The survey was completed by 238 elementary and early childhood teachers in these schools.

Percentages were calculated for demographic data. Using chi-squares, comparisons were made on teacher attitudes and teaching practices between non-traditional (fifth year) graduates and traditional program graduates, and graduates of our institution and other institutions. Although the teachers were generally a homogeneous group, some significant cells were noted. Qualitative methods were used to compare teacher-reported practices and faculty opinion of practices emphasized. There was a match on 18 of 30 items.

The results of this study were used in program evaluation by the faculty to better prepare students for field experiences. More emphasis will be placed on the current research concerning effective teacher practices.

"TEACHING CONCERNS OF PRESERVICE TEACHERS"

Carolyn Reeves-Kazelskis and Debra A. King, University of Southern Mississippi

The purpose of the study was to identify and compare the teaching concerns of two groups of preservice teachers who were taught language arts methodology through the use of different approaches. A traditional approach (i.e., lectures and demonstrations by the professor) was used with one group ($n = 43$), and a field-experience approach (i.e., lectures by the professor, followed by practicum assignments in schools) was used with the other group ($n = 53$). Teaching concerns were identified by having each preservice teacher list, and then rank order, her/his concerns about becoming a teacher; lists were obtained at the beginning of the semester and again at the end of the semester.

Qualitative procedures were used to analyze and interpret the data. At the beginning of the semester, the most frequently occurring concern areas for each of the groups were similar (e.g., concern about student discipline, being a good teacher, and having sufficient subject-matter knowledge). By the end of the semester, however, the two groups differed in their concern areas; the group taught by the field-experience approach became more concerned about student discipline and student achievement.

"AN EVALUATION OF FIELD EXPERIENCES FOR THE PREPARATION OF ELEMENTARY TEACHERS FOR SCIENCE, MATHEMATICS, AND TECHNOLOGY"

Janell D. Wilson, Livingston University

The purpose of this study was to evaluate the degree of self-efficacy preservice teachers developed as a result of participating in field experiences, what types of field experiences were the most beneficial for the professional development of the preservice teachers, and how well prestated outcomes were addressed by the field experiences. Data were collected from a sample of 26 preservice teachers by use of three instruments: the Science Teacher Efficacy Belief Inventory (STEBI), the Field Experience Evaluation Form (FEEF), and personal interviews.

The STEBI was analyzed by using the Friedman nonparametric two-way ANOVA for significance. The FEEF was analyzed using frequency distributions. The personal interviews were analyzed using comparative analyses techniques.

Results of this study have produced two significant findings. First, the self-efficacy of preservice teachers increases with field experiences that are clearly defined, logically sequenced with a pattern of slow introduction into the clinical sites, and are planned for and practiced before implementation. Second, field experiences that allowed the preservice teacher to participate in small teams were found to be more beneficial to the professional development of the preservice teachers.

11:00 a.m. - 11:50 a.m. REFORM IN VOCATIONAL TEACHER EDUCATION (Training)..... International

Presenters: "INTEGRATING ACADEMICS AND VOCATIONAL EDUCATION: AN IMPERATIVE FOR UNIVERSITY/SCHOOL COLLABORATIONS"

Linda Cornelious and W. C. Johnson, Mississippi State University

One of the national goals for education by the year 2000 is that "every adult American will be literate and will possess the skills necessary to compete in a global economy." Hence, university faculty and public school teachers must recognize that integration of instruction provides the vital link between education and the real world. As such, teacher education programs must take more responsibility for ensuring that future teachers are prepared to deliver instruction that develops higher-order/critical-thinking skills and real work skills that are required if students are to function in a world-class work force.

This training session describes how teacher preparation programs can prepare future teachers to teach through the integration of academic and vocational education. Specific strategies for the application of integration across the curriculum are discussed and participants are presented models and resources that all teachers can use to provide more authentic instruction to all students so that they can successfully compete in and meet the needs of a global society in the 21st century.

11:00 a.m. - 11:50 a.m. TOPICS OF INTEREST TO HIGHER EDUCATION FACULTY (Display)..... Embassy

Presenters: "ASSESSING STUDENT-TEACHING PERFORMANCE BY LINKING LESSON PLANS, SELF-SELECTED VIDEOS AND REFLECTION"

Marcia J. Keith, Maryville College

Assessing the effectiveness of teacher preparation programs has been difficult because the process must necessarily include measures of preservice teachers' conceptual knowledge about teaching strategies, their ability to enact what they know, and their use of what they know in order to reflect on their performance.

This display presents examples of student teachers' self-selected lesson plans (conceptual knowledge), videotapes of these lessons (enactive knowledge), and reflections written by the students after viewing their videotapes (metacognitive knowledge). These elements are linked to the knowledge base of our teacher education program to provide an assessment of these three aspects of teaching; that is, do the students demonstrate both a conceptual understanding of, and the ability to, plan and implement strategies appropriate to the program's knowledge base, and do they know that they have the appropriate "know-how?" A graphic that depicts the knowledge base of our teacher education program is related to a scoring rubric that permits a unified assessment of the phases of a complete teaching act. This assessment process may be generalized to any teacher education program by modifying the scoring rubric to fit other knowledge bases.

"FOR FACULTY: A MULTI-DIMENSIONAL OF FACULTY DEVELOPMENT"

Sheila W. Chauvin, Southeastern Louisiana University

Colleges and universities have been called to respond to calls for greater demands of accountability and quality in recent years than ever before, despite ever-decreasing resources and the ever-changing nature of student populations. Recognizing that faculty are at the very heart of an institution's quality, Southeastern Louisiana University has responded to this challenge by establishing support for a comprehensive faculty development program. The program model was developed by faculty, for faculty.

The display features an overview of the development of a model of faculty development that embraces the multiple professional roles and expectations of faculty in contemporary higher education. Included in the display are a summary paper of the program development process, graphic displays of the concepts, programs, and services of the campus-wide program, as well as an overview of a five-year plan for program implementation.

Informal discussions are prompted by the display and include the key topics addressed in the paper: historical overview, initial implementation, alternative program structures, program expansion strategies, faculty input and involvement, and primary functions of a centrally-located, campus-wide faculty development program.

"RECONSTRUCTING THE WORKPLACE TO INCLUDE TEACHING AND LEARNING AS PART OF THE ORGANIZATIONAL FRAMEWORK"

Karen L. Clark, National University

The purpose of this session is to engage in an informal discussion on the topic of teaching and learning in organizations and its significance to the quality of the organizational structure as well as the influence on the quality of life for the employees.

A paradigm for the workplace, developed by the presenter, is displayed. The participants are able to explore the model in its entirety and address its implications for collaboration between institutions of higher education and the workplace.

The significance of the topic is evident as universities and institutions of higher education are collaborating as never before in pursuit of research, in the acquisition of knowledge, and in the spirit of working collectively for tangible rewards for discovery.

The methods used with this topic will include general dialogue, an opportunity to examine a case study of an organization implementing this model, and a discussion devoted to further implications for innovative implementation. A copy of the model.is made available to the participants.

"INTRODUCING THE MSERA ARCHIVES DATABASE: A RESEARCH TOOL FOR INQUIRING MINDS AND THE MILDLY INTERESTED ALIKE"

David T. Morse, Mississippi State University

A difficult part of the research enterprise is that of locating whether relevant, prior research has been conducted. For over 20 years, MSERA members have contributed papers on a dizzying array of topics, many times without later submitting those papers for publication. The holdings of the MSERA archives serve as a useful resource, but had to be accessed by first knowing the title of the desired paper (or at least the author) and the year in which the paper was presented. Searches for relevant papers by topic, author, or year simply were not possible except by hand. Those days are thankfully coming to an end. This display session features the MSERA archives database.

A computer database that includes all of the MSERA program entries has been created, beginning with the 1993 program and is being expanded back to 1990. A simple retrieval program is included. Information that may be searched includes: author(s), affiliation, year of presentation title, type or topic of session, abstract, and availability through the MSERA archives. During the session, the use of the database will be demonstrated, and copies are available at no cost.

With this new tool, researchers no longer need overlook the body of knowledge that is disseminated through MSERA when conducting a literature search.

12:00 p.m. - 12:50 p.m. AN INSTRUCTIONAL MODEL FOR HIGH-RISK POPULATIONS AND THE PARTNERSHIPS THAT CHARACTERIZE IT
(Symposium) ..... Polk

Organizer: Nancy L. Tarsi, The University of Tennessee

Presenters: "OVERVIEW"

The growing movement in education toward a community of learners has spawned various partnerships with schools. Several relationships have been researched on the impact of the educational model COGNET (Cognitive Enrichment Network), presently in use in five high-risk elementary schools. Four are located in southeastern United States. The fifth is located in the midwest. COGNET staff train both parents and teachers to mediate learning experiences with children. Research favors coordination of home/school effort in effecting better transfer of learning to the outside world as well as enhanced performance in school.

The COGNET classroom is set up as a laboratory for learning in which the thinking process is valued as much as the product outcome. Cooperative learning addresses the pivotal need to train children to work effectively with others. COGNET also provides exposure to and instruction in computer training that is offered to parents and teachers as well as to students. Parent involvement in the schools is integral to the operation of this community-based model. Participation in all facets of the schools operation occurs, with programs varying from school to school to reflect area culture.

"UNIVERSITY/SCHOOL PARTNERSHIPS IN RESEARCH AND SERVICE"
Katherine K. Greenberg, The University of Tennessee

Funded by the federal government and administered through The University of Tennessee, COGNET's founder and Administrative Director is Dr. Katherine Greenberg, who

sets the context for the audience by offering an historical perspective of COGNET's inception. Partnerships with schools in implementing the COGNET Educational Model and in applied and basic research studies are discussed.

"A TRIAD RELATIONSHIP: AN EDUCATIONAL CONSULTANT LINKS SCHOOL TO BUSINESS"
Cynthia M. Gettys, The University of Tennessee-Chattanooga

Dr. Cynthia Gettys, Senior Program Associate of COGNET, has facilitated an ongoing relationship between an area business and one COGNET school and offers the case study research conducted in the paper. Dr. Gettys' case-study participants operate out of one of the school sites located in the southeastern part of the nation.

"MEANING IN THE WORKPLACE: TEACHERS' VOICES"
Rosa Kennedy, The University of Tennessee

Dr. Rosa Kennedy has interviewed four high implementor teachers and accessed their oral narratives of meaningful experiences in four COGNET schools. Audiotaped sessions with teachers were analyzed for patterns from which came strong themes and narratives.

"WE WANT MORE! EMPOWERED PARENTS SPEAK ABOUT THEIR INVOLVEMENT IN COGNET SCHOOLS"
Nancy L. Tarsi, The University of Tennessee

Nancy L. Tarsi has researched parent involvement programs in three COGNET schools in the southeastern United States. Using in-depth interviews and focus groups with parents, strong themes were revealed. Twenty-two parents were interviewed and audiotaped over a four-month period, after which time a taxonomic analysis was used to highlight parents' reported experiences. An open-ended interview guide was used with each participant, with interview times ranging from 30 minutes to 70 minutes at a setting.

12:00 p.m. - 12:50 p.m. READING (Discussion).....Jackson

Presider: Warren A. Land, Mississippi State University

Presenters: "THE EFFECTS OF COMMUNICATIVE READING STRATEGIES ON WORD RECOGNITION AND COMPREHENSION"

Sue N. Hernandez, Centenary College

The purpose of this study was to examine the effects of Communicative Reading Strategies (CRS), an integrated approach to remedial reading instruction, on the word recognition and comprehension of poor readers. Twenty-eight third graders with poor reading and language abilities were randomly assigned to experimental and control groups.

CRS were employed with the experimental group; traditional basal reader instruction was used with the control group. CRS treats reading as an integrated language process, using techniques such as providing orienting information, reducing the linguistic complexity of the text, and revising the message until the child understands both the content and the intent of the author's communication. The facilitator (researcher) served as a liaison between the reader and the text.

Both groups received 30 minutes of instruction each day for four weeks (20 days). Pre- and posttesting was conducting using the Basic Reading Inventory (Johns, 1986). This study was a part of a larger one examining eight dependent variables.

A MANOVA and follow-up univariate analyses revealed significantly more improvement ($p<.05$) for the experimental group than for the control group from pre- to posttest on reading comprehension, with trends favoring the experimental group on word recognition.

"AN ANALYSIS OF WHITE STUDENTS' PREFERENCE FOR MULTICULTURAL TEXTS"

Jennifer L. Altieri, Arkansas State University

The purpose of this study was to analyze white fifth–grade and seventh–grade students' high- and low-preference responses to multicultural texts. Two stories portrayed the African–American culture, and two portrayed the Hispanic culture. After listening to each story, students wrote a free response and rated the story according to preference.

All responses on which the student rated the story a one or a two (low preference) or a five (high preference) were utilized in data analysis (n=251). The researcher read the responses multiple times until data-driven focuses emerged. The researcher analyzed grade-level trends within each set of high- and low-preference written responses to each type of literature. Data-driven focuses included humor, culture, judgments, story world, applying a story element to the real world, and questions.

Students focused on culture more often in low-preference responses than in high-preference responses regardless of ethnicity portrayed in the story or the grade of the student. Furthermore, the story-world focus was not evident in any low-preference responses. Also, focusing on uncertainties/questions occurred more often in low-preference responses regardless of ethnicity or grade level.

"THE DEVELOPMENT AND VALIDATION OF AN INSTRUMENT TO DETERMINE STUDENTS' THEORETICAL ORIENTATIONS TO READING"

Marion E. Dana, University of Southern Mississippi

Research from the early 1970s indicates that students and teachers make decisions regarding reading based on one of three theoretical orientations to reading: phonics, skills, or whole language. The purpose of this study was to develop and gather evidence of validity for an instrument to predict students' theoretical orientations to reading. A 16-item instrument was developed entitled Students' Theoretical Orientations to Reading Instrument (STORI). Students who chose from three possible responses, each representative of either a phonic, skills, or whole language orientation to reading, received a total score ranging from 16 to 80. Scores on the lower end of the range would indicate a phonic orientation to reading, while scores at the upper end of the range would indicate a whole language orientation.

After validation procedures consisting of student interviews, expert evaluation, and statistical analysis on responses from 173 second through sixth graders, it was determined that the STORI demonstrated an acceptable rate of reliability for research purposes (alpha = .57) and did a good job of predicting group membership. With continued refining of the STORI, it is anticipated that this instrument will be useful in answering many questions regarding the nature of reading and reading instruction.

"DO PREDICTION STRATEGIES INCREASE MOTIVATION AND COMPREHENSION?

Christy L. Foley, Western Kentucky University

Many popular reading practices designed to facilitate reading comprehension and to stimulate interest employ a questioning strategy referred to as prediction. The value of having students actively involved in the reading and thinking process has long been proclaimed by reading authorities. Reading strategies containing a prediction element are numerous, well-defined and theoretically supported. They exist in numerous educational settings ranging from prereading to content area instruction.

The study of prediction, a rather recent phenomenon, began around the 1970s with comparative research designs. Prediction's effect on comprehension, interest and story content familiarity were examined next. More recently, prediction studies became narrowly focused and considered "hot" topics of the times, including inferential comprehension, mental imagery, prereading, reciprocal teaching and comprehension monitoring.

Since prediction is considered to aid reading comprehension and build student interest, a data base should exist to support this. However, evidence favoring prediction remains limited. In addition, results have yielded both positive and questionable findings.

This review of the literature on prediction presents key studies spanning the last two decades. It addresses the question: Do prediction strategies increase motivation and comprehension?

12:00 p.m. - 12:50 p.m. SCHOOL REFORM (Discussion)..... Forum West

Presider: Linda Moore, University of Montevallo

Presenters: "EXTENDED PERIODS AND ACHIEVEMENT: AN EVALUATION OF AN EXPERIMENT IN SCHEDULING"

William A. Spencer, Auburn University, and Carole Lowe, Benjamin Russell (AL) High School

Although the usual instructional pattern in high schools is to have the same schedule each day of the week, this pattern has definite drawbacks. This paper is an evaluation of an experiment in which freshmen students were assigned double class periods in one subject the first semester and completed an entire year's work in that subject while being excused from another subject. The second semester the students rotated and received double periods in the subject from which they were excused the first semester. Each class was then compared to a control group in which instruction was received in the normal one hour per day, five days a week format. All four basic freshman academic subjects were included in this experiment: algebra I, Alabama history/world geography, freshman English, and earth science.

The results indicated a complex set of outcomes that differed by subject. In the English course, students at the lowest levels benefited most from the extended periods, whereas in social studies students at the higher end benefited.

"ENHANCING TEACHER PROFESSIONALISM IN A LAY GOVERNANCE ENVIRONMENT: A POLICY PERSPECTIVE"

Randy J. Dunn, The University of Memphis

This paper examined, from a policy perspective, the discongruence between national calls for heightened levels of teacher professionalism in schools and current models of school governance. The paper, as an example of policy analysis, first sought to accomplish two objectives: to assess the relative soundness of competing policy arguments supporting teacher

acceptability of those premises upon which related policy decisions are made. From that basis, the paper lastly sought to supply policymakers with information designed to alleviate problems which occur when professional values conflict with those democratic ideals reflected in lay governance systems.

In its initial phase, the paper not only explored the policy background for the increased professionalization of the teaching force within the context of the larger national agenda for school reform, but also the policy issues raised in various national studies. For the final section, the paper focused upon the generation of new and different models of school governance, looking to the policy role of governing boards in different arenas (e.g., higher education, health care, business and industry) and how these models may better accommodate teacher professionalism outcomes.

"SCHOOL/UNIVERSITY COLLABORATION AND THE ABSENCE OF A CRITICAL PERSPECTIVE"

Cynthia S. Dickens, Mississippi State University

This paper is a critical review of the school/university collaboration literature that has appeared during the 1980s and 1990s in the context of the school reform movement. The author argues that academic researchers and writers, who are increasingly alert to the differences in power, prestige, and resources that can hinder faculty/teacher partnerships, have failed to analyze the ways that social categories, such as race, class, and gender, also shape and limit school/university collaboration research and practice. Finding that the published educational research reflects the views and experiences of a relatively small and homogeneous group of elite academic faculty and their school colleagues, the author focuses on three groups of educators whose knowledge and experience is underrepresented in the academic writing on school/university collaboration: K-12 administrators, African-Americans, and the women of all races who teach the majority of the nation's children.

A serious consequence of the underrepresentation of key stakeholders is a perpetuation of a limited understanding of how school/university collaborations can be encouraged and improved. Citing examples of research that offer a minority perspective, arguments for more inclusive conversations, ones that reflect the democratic, anti-hierarchical values inherent in the collaborative stance, are presented.

12:00 p.m. - 12:50 p.m. RESEARCH ON TESTING AND ASSESSMENT (Discussion)..... Forum East

Presider: Janet C. Richards, University of Southern Mississippi

Presenters: "A COMPARISON OF LIMITED VS. UNLIMITED RETAKES OF A MULTIPLE-CHOICE TEST"

Robert L. Kennedy, University of Arkansas-Little Rock

The purpose of this study was to compare the scores of students who were allowed unlimited retakes of a multiple-choice test with the scores of students who were limited to only five trails (four retakes) of the same test. The tests were made up of 20 randomly drawn questions from a large pool of questions about research methods. Three graduate research classes were involved in this study; two were the limited groups and one was the unlimited group. The group sizes for which there was complete data were 11, 18, and 14, respectively. The groups were analyzed using a 3 x 5 repeated measures analysis of variance design. The between-subjects factor was treatment group (limited groups and unlimited group) and the within-subjects factor

was test administration (five administrations). The results indicated significant differences ($p<.01$) both between and within groups. The interaction effect was not significant. However, the actual difference of less than two points on a 20-point test may not be practically significant, suggesting the test retakes a point of diminishing returns.

"FACTORS INFLUENCING RATER SCORING IN PORTFOLIO EVALUATION"

Richard G. Shepard, Nancy Hutchinson, and Julie Burton, Morehead State University

A key feature in most educational reform efforts is the use of performance assessments (such as portfolios) in place of traditional, objectively scored tests. Criticisms of these newer measures have focused on issues such as lack of generalizability across tasks low interrater agreement, and their premature use for accountability purposes (e.g., Burger & Burger, 1994; Linn & Burton, 1994; Taylor, 1994).

The purpose of this study was to determine the influence of specific, predisposing rater characteristics on the consistency of (performance-based) portfolio evaluations.

A survey requesting background information (e.g., amount of training, specialization, and methods of scoring) was administered to a random sample of Kentucky senior portfolio scorers along with a single portfolio to be scored. A regression analysis was performed to determine the relative influence of the aforementioned background variables on the scoring of the portfolio. Preliminary results indicate that factors such as content area specialization, writing proficiency, and grade level certification appear to influence rater consistency. Implications from this study provide support for the recommendation that greater training, more well-defined rubrics, and improved selection criteria for raters are needed to improve interrater reliability.

"IMPLEMENTING AN AUTHENTIC LANGUAGE ARTS ASSESSMENT AND EVALUATION MODEL IN ELEMENTARY CLASSROOMS"

Deborah G. Camp, Hoover City (AL) Schools, and Rachel D. LaMonte, The University of Alabama-Birmingham

A pilot program was conducted in a fifth-grade classroom with 22 students and their parents. The purpose was twofold: first, to bring Language Arts assessment and evaluation into better alignment with an authentic curriculum and, secondly, to elicit better student and parent involvement in evaluation and instructional decision making.

During the year-long project, the teacher issued narrative report cards in lieu of letter grades while students prepared literacy portfolios containing self-selected products, written self-evaluations, literacy goals set through collaborative efforts with their parents, and parent curriculum questionnaires.

The results revealed that elementary students made significant progress in their abilities to self-monitor their learning and to critically self-examine their literacy performances and processes. Parents expressed an enhanced involvement in the teaching and learning process. A survey showed that 89% preferred this method over the traditional report card.

This pilot project has shown that students and parents benefit from improved evaluation and reporting methods and will accept innovative changes in curriculum and evaluation. New ground has also been broken for intrasystem colleagues to implement similar alternative forms of evaluation.

"THE RELATIONSHIPS BETWEEN INDIVIDUAL DIFFERENCE VARIABLES AND TEST PERFORMANCE IN COMPUTERIZED ADAPTIVE TESTING"

JinGyu Kim and James E. McLean, The University of Alabama

Research on computerized adaptive testing (CAT) has paid much attention to the efficiency and precision of the examinees' ability estimation. However, the research on the relationships between examinees' demographic and psychological characteristics and CAT has been largely neglected. The purpose of this study was to examine the relationships between several individual difference variables and test performance in CAT.

Two hundred eight Korean college students took a computerized adaptive algebra test in spring semester, 1994, using the MicroCAT testing system. Each student was also given the Math Aptitude Test, Math Self-Concept Scale, Math Anxiety Scale, Computer Competence Instrument, Computer Anxiety Scale, Computer Experience Questionnaire, and Test Anxiety Inventory in the regular classroom. All of the instruments were translated into the Korean language by the senior author and reviewed by two Korean educational psychologists. Results showed that math aptitude, computer competence, math self-concept, math test anxiety, test anxiety, computer experience, and computer anxiety were all significantly related to test performance in CAT and are listed in order of magnitude of their relationships.

12:00 p.m. - 12:50 p.m. MULTICULTURAL EDUCATION FOR EDUCATION (Training) ..... International

Presenters: "WELCOMING DIVERSITY IN THE EDUCATIONAL SETTING"

Joyce Wilder and Jacqueline Pope-Tarrence, Western Kentucky University

People who learn to appreciate the richness and meaning of other cultures and traditions can more readily acquire the skills needed to successfully live and work in a multicultural society. As educators we are still struggling to effectively deal with diversity. The first step is to examine our own attitudes and beliefs regarding diverse populations. The purpose of this training session is to increase participants' awareness of personal attitudes and beliefs about diverse populations.

The objectives of this training session are to identify the information/misinformation we have about groups, identify the groups to which we belong and express pride in our membership, understand how groups other than our own experience mistreatment; and, understand, through personal testimonies, the personal impact of prejudice and discrimination.

This is an experiential workshop where individuals will be expected to participate in exercises and discussions. As the workshop develops, the dialogue may become increasingly intense and cathartic, yet provides opportunity for individuals to grow in their awareness of diversity.

The summary of activities for the training session are appreciate personal group membership, confront stereotypes and dispel myths, acknowledge prejudice within groups, clarify and empathize with the effects of discrimination, and set personal goals for constructive behavior.

Upon completion of the workshop, resources will be provided.

12:00 p.m. - 12:50 p.m. REFORM AND RESTRUCTURING (Round Tables)..... Embassy

Presenter:

"ASSESSMENT OF STUDENT PARTICIPATION AND IDENTIFICATION: INSTRUMENT DEVELOPMENT AND VALIDATION"

E. Dean Butler, Gordon E. Kenney, and Suzanne Huffman, The University of Memphis

Contemporary restructuring efforts acknowledge that school policies and practices may foster "learned helplessness" in students, resulting in nonparticipatory behaviors and withdrawal from class and school activities. A participation-identification model of school engagement has been proposed as a means of addressing this issue. Empirical measures for testing this model will be reported along with psychometric properties of a new instrument, School, My Class, and Me.

Factor analyses of two existing instruments yielded scales compatible with contemporary attribution theory and class characteristics believed to foster student engagement and participation. Six sets of items were identified for soliciting student self-ratings of attributions and class contexts.

Data obtained from rural and urban students in the fall of 1993 indicated that Cronbach alpha reliability estimates for the instrument were .85 for students in grades three through six (N = 812) and .90 for secondary students (N = 537). Numerous variations in student attributions and class characteristics were found to be associated with grade level, gender, academic performance, and other factors. Major results of the field testing are presented along with recommendations for use of the data in directing school reform.

"RESTRUCTURING HIGH SCHOOLS: A SURVEY OF STUDENT, TEACHER, AND PARENT ATTITUDE"

Paul B. de Mesquita, University of Kentucky; Daria P. Courtney, Eastern Kentucky University; and Michael B. Courtney, Fayette County (KY) Public Schools

Successful restructuring of high schools requires the understanding and commitment of teachers, parents, and students. However, little is known about the attitudes of these three groups regarding the various aspects of restructuring initiatives. This study examined the attitudes of senior students (N = 178), their parents (N = 57), and teachers (N = 67) in a metropolitan high school during a transitional period of change mandated under the Kentucky Education Reform Act. A 28-item survey using a five-point Likert scale assessed attitudes about graduation requirements, school-based decision making, curriculum and instruction, performance assessment, and community support.

An analysis of the overall responses showed that attitudes were generally positive toward restructuring the high school. However, varying degrees of reservation were expressed by different groups depending upon the specific dimensions of the restructuring initiatives assessed. For example, there was strong agreement across groups on issues related to tracking. There were positive attitudes toward cooperative learning. Strong agreement was reported in opposition to statewide accountability through rewards and sanctions. An analysis of variance comparing the mean attitude ratings across groups indicated significant differences between groups. Results underscore the importance of consideration of the often overlooked attitudes and perceptions among key stakeholder groups.

"COLLABORATION AND PARTNERSHIPS: A ROUND TABLE DISCUSSION"

Janet C. Henderson, Starkville (MS) Public Schools; Bill Rowland,

Lafayette County Schools; W. Ray Cleere, Mississippi Institutes of Higher Learning; and Cynthia S. Dickens, Melvin E. Franks, Ned B. Lovell, Charles A. Fowler, and Robert N. Hutchison, Mississippi State University

Collaboration is much discussed, often advocated and yet it is seldom practiced. The purpose of this Round Table discussion is to provide replicable examples of university/school collaboration, discuss the development of a statewide collaborative network designed to train future school administrators and to discuss qualitative research being utilized to document collaboration.

The discussion compares and contrasts the various types of collaborative efforts found in Mississippi. A review of the current literature, with data from a national survey sponsored by the Mississippi Institutes of Higher Learning, is presented and discussed. Based on the abundance of data the discussants provide a prototype meta-analysis of the state of university school collaboration in Mississippi. Recommendations for future research, policy and practice are provided and elicited from the audience. Exemplars of university school collaboration are provided along with characteristics of successful partnerships.

"ONE PUBLISHER'S EFFORTS IN CHANGING THE IMAGE OF SCIENCE IN ELEMENTARY TEXTBOOKS"

Jane E. Downing, University of Central Arkansas

Boys and girls generally experience similar success and attitudes toward science until the middle elementary school years. By the time girls enter the fifth grade, achievement scores and the number of girls with positive attitudes decline. Research indicates that one possibility for these declines is the masculine view of science. In the past, textbook illustrations portrayed girls as passive observers or helpers, while the boys were portrayed as active participants.

This pilot study addressed the effort, or lack of effort, of a particular publisher of elementary science textbooks in changing the "image" of science. Three popular science books published by the same publisher, at 10-year intervals, were examined to determine if any improvement could be detected in the manner in which girls were portrayed in learning science.

The result indicated a positive trend in changing the image of science. The recent publication of the text examined in this study utilized more female examples in describing careers in science and portrayed girls as more active participants than did books published 10 and 20 years ago.

1:00 p.m. - 1:50 p.m. **MEASUREMENT ISSUES AT THE POSTSECONDARY LEVEL (Discussion)..... Polk**

Presider: Linda Cornelious, Mississippi State University

Presenters: "STUDENTS' WILLINGNESS TO PARTICIPATE IN ASSESSMENT OF GENERAL EDUCATION OUTCOMES"

Sheila W. Chauvin, Southeastern Louisiana University

The purpose of this study was to determine the effects of large-scale testing procedures on students' participation in the assessment of general education outcomes. Two samples of students ($n1 = 450$; $n2 = 405$) who met eligibility criteria to complete the assessment were surveyed following test administrations during the spring and fall semesters of 1993. Students responded to a variety of items that addressed their knowledge of assessment requirements,

satisfaction with registration and testing procedures, and opinions regarding student participation, future administration processes, and improvements for future assessment activities. Student perceptions were also obtained through written statements and telephone interviews.

Results of descriptive statistical summaries, chi-square statistics, and qualitative data analyses suggest the following: (1) the administration procedures were effective in obtaining students' participation, (2) convenience and individualized feedback on performance may be stronger incentives for participation than privileges or gifts, and (3) confidentiality of individual student performance is an important factor.

Understanding students' needs and motivations to participate in outcomes assessment activities (e. g., general education) is critical to obtaining usable data for evaluating the effectiveness of academic programs and services.

"VALIDITY AND RELIABILITY OF A MEASURE FOR DETERMINING STUDENT PERCEPTIONS OF TEACHING EFFECTIVENESS AT THE POSTSECONDARY LEVEL"

Landa L. Trentham, Auburn University

This study's purpose was to determine the validity and reliability of an instrument designed to gather basic student perceptions about the quality of university teaching. The instrument provides a common core measure across all faculty in the institution that is then supplemented with additional information when making judgments about teaching quality.

Responses used in this study to determine validity and reliability were gathered from students in over 800 classes per term during three non-consecutive terms.

The presentation describes the procedures for establishing content and construct validity of the measure. Data showed that class average scores did significantly differentiate faculty who were award-winning teachers from those who were not ($p < .001$). Correlational analyses across teachers and classes also supported the fact that the instrument is a measure of teaching effectiveness rather than a measure of some other course quality.

The internal consistency of the items was above .92. Interrater reliabilities within classes varied widely; classes of 14 or more students generally showing sufficient reliability (Ú.70) for use. Analyses also showed that the test-retest reliability of the measure was high and that the measure was relatively unaffected by varying class demographics.

Statements of the items and specific data outcomes are presented.

"A PUBLIC RELATIONS PERSPECTIVE OF STUDENTS' PERCEPTIONS OF DEVELOPMENTAL EDUCATION"

Martin Osim Edu and Olatunde A. Ogunyemi, Grambling State University

For over two and one half centuries, developmental education has enabled many students who were not quite ready for college work to remedy their academic deficiencies and go on to complete college education. Notwithstanding its important contribution to American higher education, the field remains not only low on institutional priorities but also denigrated by students (Abraham, 1987; Clowes, 1980; Lawler and Bowes, 1988).

The purpose of this study was to investigate the individual and collective impacts of the factors contributing to students' perceptions of developmental education. The factors include developmental courses, student relations with developmental education personnel, curriculum/instruction, facilities/equipment, assessment/placement, student involvement in campus organizations, and the absence of public relations specialists at learning centers.

A random sample of 201 developmental and nondevelopmental students participated in the study. Of this, 111 were developmental students and 90 were regular student enrolled in freshman English or mathematics.

Factor analysis was used to analyze data. This resulted in four factors named: Program Satisfaction, Social Stigma, Procedural Satisfaction, and Campus Involvement. Significant positive correlations were found between Procedural Satisfaction and Campus Involvement (.92), Program Satisfaction and Social Stigma (.82), and Program Satisfaction, and race (.98). That is, those who are satisfied with the program procedures are likely to be more involved with campus activities and services.

On the whole, we found that student perceptions of developmental education are slowly changing from negative to positive. This is attributable to the increased number of students who benefited from the support services at development centers, especially during the decades of the 1960s and 1970s when developmental programs enrolled the largest number of students ever.

1:00 p.m. - 1:50 p.m. **TEACHER EDUCATION AND PERCEPTION (Discussion)** ..... Jackson

Presider: E. Dean Butler, The University of Memphis

Presenters: "NEW MINORITY TEACHERS' PERCEPTIONS OF TEACHING"

Brenda Joyce Stallworth, Alabama A&M University

The purpose of this study of five minority graduates of Peabody's Internship/Induction Teaching Program was to investigate four questions crucial in the discussion about the socialization of new teachers: How satisfied were the teachers with their career choices? How did their perceptions of teaching change after their induction year through their second year of teaching? How effective did they feel they were? and What were their future plans?

Data collection instruments included structured interview protocols, school demographics forms, anecdotal stories written by the teachers, their personal reflections, and my field notes from classroom observations. All data were transcribed and coded, then chunked, formatted, and categorized into analytic units. Preliminary propositions, then interim summaries were written based on the analytic units. Finally, individual case studies were composed.

Significant findings included the following: these teachers did not abandon their philosophies developed during their Internship year, they did not succumb to institutional cultures opposite to how they defined their teaching roles, they remained grounded in their conceptions about their roles, they constantly reflected and refined their teaching styles, and they felt prepared as a result of the IIP, remained enthusiastic about teaching, and looked to remain in the profession.

"CHARACTERISTICS OF GOOD/EFFECTIVE TEACHERS: GENDER DIFFERENCES IN STUDENT DESCRIPTORS"

Darlene H. Ogden, Ann Chapman, and J. Linward Doak, Eastern Kentucky University

The purpose of this study was to determine if differences exist between male and female students in their descriptors of good/effective teachers. Student ratings of characteristics important to effective teaching are documented in a number of studies that indicate that the subject's gender and the teacher's gender were factors in the ratings received.

Male (N=196) and female (N=201) students at a regional university enrolled in undergraduate and graduate education classes were asked to cite characteristics of good/effective teachers. Instead of having students rate an actual professor/teacher, as is frequently done, subjects were asked to give open responses of descriptors of good/effective teachers.

It was assumed that characteristics and qualities listed first were of primary importance to the subjects; thus, the first three responses of each subject were used for data. Responses were compared to the ACL masculinity and femininity scale items for sex differences.

"AN EXAMINATION OF THE MULTICULTURAL PERCEPTIONS OF PRESERVICE TEACHERS DURING STUDENT TEACHING"

Fran Nahlen-Many, University of Southern Mississippi

The study was designed to ascertain whether the Multicultural Perceptions Inventory (MPI) was valid and could be used to measure the multicultural perceptions of student teachers. Subjects in the hypothesis testing phase consisted of preservice teachers (149), student teachers (171), and supervising teachers (117). Variables included racial/ethnic identity, gender, age, and income of the student teachers and supervising teachers, the adjusted MPI posttest score of the student teachers, the supervising teachers' years of experience, and their multicultural perceptions scores.

The MPI underwent testing utilizing Pearson product moment correlation, principal components factor analysis, second order factor analysis, and coefficient alpha. Hypotheses were tested by employing discriminant analysis and multiple regression analysis. Major findings of the study suggest that the MPI has promises as a valid instrument, especially in an academic setting. However, no statistically significant differences (p=.05) were found in the multicultural perceptions of student teachers before and after student teaching. Results of the study suggest that greater diversity in subject pools yield better definitions of the knowledge and attitude constructs inherent in the MPI. Results also indicate that sufficient time is required for gains in multicultural knowledge and positive changes in multicultural attitudes, as previous research has found.

1:00 p.m. - 1:50 p.m. **PERSONAL MEANING IN LEARNING: PERSPECTIVES ON THE DISCOVERY OF PERSONAL MEANING (Symposium).....Forum West**

Organizer: Jeffrey Gorrell, Auburn University

Presenters: "OVERVIEW"

The discovery of personal meaning in learning has implications for what is learned, what is remembered, and what is useful knowledge. In addition, the process of discovering personal meaning in learning may dramatically change an individual's perceptions of self or of that individual's relationship to others. While a wide range of research from cognitive and motivational perspectives lend support to the notion that personal meaning is central to significant learning, we have yet to see a systematic, comprehensive attempt to understand the range of personal meaning that can be discovered in learning and the conditions under which it occurs. This symposium addresses some of the factors that contribute to personal meaning and that are affected by it.

"THE PHENOMENOLOGY OF PERSONAL MEANING"
Jeffrey Gorrell, Auburn University

This paper details the orientation (phenomenological-cognitive theory) that best describes the process of discovering personal meaning and provides a systematic breakdown of types of personal meaning that can be generated in a wide variety of learning settings. Concentrating on the process of discovering personal meaning, the paper provides a framework for the others in the symposium.

"PERSONAL MEANING AND SELF-REGULATED LEARNING"
Young Suk Hwang, Auburn University

This paper examines the research literature related to self-regulated learning and shows how personal meaning is both the producer and the product of self-regulation. Because personal elements of learning are more central than others, the discovery of personal meaning directs the learner's effort and persistence in a wide variety of learning situations. Likewise, success in attaining learning goals can have profound effects on the learner's self-beliefs.

"PERSONAL MEANING AS A METACOGNITIVE PROCESS"
D.H. Dharmadasa, Auburn University

This paper explores the metacognitive elements of personal meaning. If the personal meaning of knowledge is apparent to the learner and explicitly represented in the learner's awareness during or after learning, then it influences certain metacognitive processes such as strategy selection, planning, organization of knowledge, and progress monitoring. Research related to the personalization of knowledge supports the representation of the discovery of personal meaning as a central element in metacognition.

"INTERPERSONAL COMMUNICATION INFLUENCES ON THE DISCOVERY OF PERSONAL MEANING"
Cynthia Beanblossom, Auburn University

The perspectives of sociolinguistics and communication theory are used here to explore the tacit communication that occurs between teacher and learner or among learners. Differences in communication patterns may go farther to build or undermine the learner's sense of personal efficacy, self-worth, learning preferences, and academic goals than many of the explicit teaching methods and learning models.

"DEVELOPING A CURRICULUM TO SUPPORT PERSONAL MEANING"
Lynne Patrick, Auburn University

This paper describes a curriculum model that enhances personal meaning in a multicultural context. A multicultural curriculum in the schools builds upon the personal meanings that are embedded in the learners' own cultural and ethnic backgrounds. Thus, the movement toward greater multiculturalism in the classroom may be seen as a particular instance of systematic attention to personal meaning in learning.

The organizer of the symposium encourages comments and questions from the audience following the presentation of papers.

1:00 p.m. - 1:50 p.m. EXCEPTIONAL EDUCATION (Discussion)..... Forum East

THURSDAY, NOVEMBER 10, 1994

Presider: Carolyn Hawkins Brown, King College

Presenters: "COMPARISON OF LEISURE AND RECREATIONAL ACTIVITIES FOR ADULTS WITH AND WITHOUT MENTAL RETARDATION: A MATTER OF CHOICE"

James E. Whorton, University of Southern Mississippi, and Kathleen R. Atkins, James C. Mainord, and David L. Naylor, University of Central Arkansas

This study focused on leisure and recreational activities identified by several different groups of adults with and without mental retardation. A comparison was made of leisure and recreational activities in which the participants currently engage in, or would, if given the choice.

In an earlier study, 548 adults with mental retardation in Mississippi were interviewed. The current study used the same questions but for a different group, approximately 250 college and university students. Many were majoring in special education, while others were regular education majors. For these participants, data were obtained by group rather than on an individual basis, with subjects listing their preferences on paper.

The most frequently mentioned choices were listed, and the results indicated a wide variety of preferred leisure or recreational activities chosen by participants from both groups. The authors, with only a few exceptions, perceived the two lists as remarkably similar. Approximately 70% of the activities were not necessarily a direct function of cognitive ability, indicating that such ability is not specifically a determinant in the extent to which one may participate or enjoy their leisure time.

"GRADUATE STUDENTS' GENERAL PERCEPTION OF INCLUSIVE EDUCATION AND THE IMPACT OF INCLUSION ON STUDENTS' COGNITIVE-ACADEMIC AND SOCIAL-EMOTIONAL DEVELOPMENT AND PROFESSIONALS' RESPONSIBILITIES"

Jimmy D. Lindsey, Rangasamy Ramasamy, and Chhanda Ghose, Southern University-Baton Rouge, and L. Quinn Head, Jacksonville State University

It was the primary purpose of this study to determine a selected sample of graduate students' general perception of inclusive education and their perceptions of the impact of inclusion on students' cognitive-academic and social-emotional development and professionals' responsibilities. Sixty graduate students from a population of 120 students enrolled in a course entitled "Test and Measurement" were randomly selected to serve as subjects. A factorial design was used to conduct the study. Independent variables included graduate major, primary professional responsibility, and present school level among other factors. Dependent variables were the students' general and specific inclusive-perception scores on a 30-item questionnaire (e.g., General, Cognitive Development, Affective Development, and Professional Responsibilities). SPSS PC= 4.0 descriptive and inferential statistical procedures were used to analyze the data. Null hypotheses were assumed for all analyses, and an .05 level was the criterion for significance. Results indicated that this sample of graduate students had similar and different perceptions of inclusion and its impact on student development and teacher responsibilities. Specific findings, conclusions, limitations, and recommendations are presented during the research session.

"SPECIAL EDUCATORS' LANGUAGE: DO WE UNDERSTAND EACH OTHER?"

Jane Nell Luster, Louisiana Department of Education, and Cliff Ouder, Assumption Parish (LA) Schools

The purpose of this research was to review literature in special education used to describe the inclusion of students with disabilities in general education classes. Major journals and texts in the field were searched to obtain definitions and descriptions for the terms mainstreaming, integration, inclusion, regular education initiative, and supported education. For the sake of currency, the search was limited to the years 1989 to 1994.

A total of 75 primary references were reviewed. First occurrences of definitions and descriptions were listed for each term, then sorted according to specific similarities and differences.

The results indicated that certain terms are used interchangeably, while frequently "integration" and "inclusion" have multiple definitions and descriptors. On the other hand, mainstreaming, inclusion, and regular education initiative often have contextual meanings.

Special education has been described as a "system within a system" with all of the components of a formal organization, including specialized language. The institutionalized language of special education has expanded in its 17-year history, increasing the necessity for special educators to communicate effectively. Without some clear consensus on these terms, providing the free appropriate education in the least restrictive environment, that is the right of students with disabilities, is likely to be in jeopardy.

"TRANSITION AND INTERAGENCY COOPERATION: A SHARED RESPONSIBILITY"

Rangasamy Ramasamy, Southern University-Baton Rouge

Transition from school to work for individuals with disabilities involves the concerted efforts of different agencies and a cadre of professionals and nonprofessionals. Although several researchers have emphasized the important role of these agencies and school personnel, this service is not yet available to a majority of exiting high school students.

A literature review indicated a need for greater coordination of service agencies and programs. Due to the lack of interagency role in enhancing transition outcomes for high school leavers, many individuals with disabilities are unemployed,live with their parents, and/or often live on federal assistance. The purpose of this literature review is to highlight the research base and expanding roles of interagency collaboration, providing foundation for future research on interagency coordination. This discussion session emphasizes the roles of parents, schools, counselors, and adult service agencies for a smooth transition for individuals with disabilities to adult life.

1:00 p.m. - 1:50 p.m. **TEACHER EDUCATION (Round Tables) ..... Embassy**

Presenters: "PARTNERSHIP FOR INTEGRATION OF TECHNOLOGY INTO TEACHER EDUCATION"

Leroy P. Metze, Carl R. Martray, and Sam Evans, Western Kentucky University; Leonard McCoy and David Echols, Warren County (KY) Schools; and Barbara Cobb, Josten's Learning Corporation

A partnership involving Western Kentucky University, Jostens Learning Corporation, Tandy Computer Corporation, Apple Computer Corporation, and three local school districts (Bowling Green, Warren County, and Franklin/Simpson County) was formed in 1992.

The purpose of the partnership is to develop a model for the integration of technology into teacher education. Teacher education students received theory, practice, and hands-on instruction in the use of instructional technology, integration of technology into curriculum, and how to select appropriate technology. Following instruction, students receive practical experience in elementary, middle, or secondary classrooms. These experiences allow teacher education students to experience and work with instructional technology they have learned about at the university.

Students in the public schools who received partnership instruction were compared with peers who did not, and these students' performance before and after the introduction of the project was compared. Partnership students performed better. Differences in performance and attitude of students in the teacher education program following the implementation of the partnership were also observed.

"RESTRUCTURING TEACHER EDUCATION: A REPORT ON AN ALTERNATIVE TEACHER CERTIFICATION PROGRAM"

Brenda K. Stallion and William P. Bintz, Western Kentucky University, and Brenda Priddy, Ruth Sorrace, and Belinda Stark, Elizabethtown (KY) School System

The Kentucky Education Reform Act of 1990 provides school districts with an avenue to employ individuals who have distinguished themselves in their area of formal preparation. To date, no school districts in the State of Kentucky have utilized this avenue; therefore, no research has been conducted on the efficacy of a school district model for alternative teacher certification. Recently, however, the Elizabethtown Independent School District proposed an alternative training program designed to meet the needs of one person and one school. This presentation reports on research conducted on this program.

This research was a single-subject study focusing on an individualized program for one teacher candidate in one school district in the State of Kentucky. Data were collected during one school year and consisted of reflective conversations between the university supervisor and the teacher candidate, classroom evaluations using the KTIP instrument, and written evaluations of program effectiveness. Data were analyzed through the constant comparative method.

Preliminary results indicate that life experience, personal theory, and knowledge domains play important roles in learning how to teach.

The presentation concludes with a description of lessons learned from an alternative teacher certification program, and discusses the implications for restructuring traditional teacher education programs.

"VOICE IN THE CONVERSATION OF PRACTICE: A DESCRIPTION OF THINKING-IN-ACTION PATTERNS"

Jill A. Dillard, Hendersonville, Tennessee

The purpose of the case study was to present a description of an experienced middle school teacher's thinking-in-action and to characterize the patterns of interaction in her teaching.

This study gave an ecological understanding to thinking-in-action rather than the technical rational perspective that portrays interactive thought as decision points made independent of cultural and environmental influence. An ecological perspective includes context, social interaction, language, practical action, and culture. When thinking-in-action has been represented as an ecological system, the interaction within the ecology has been described as transactional, conversational, and improvisational. As the multiple systems participate, patterns of thought and action emerge that become a rich repertoire of teacher knowledge, action, and goals.

This research followed a naturalistic design and involved a year of participant observation fieldnotes, audio and videotapes, interviews, and a collection of artifacts.

Analysis of four patterns of interaction revealed the central theme in the teacher's thinking-in-action to be developing relationships -- relationships with her students and her own self inside her classroom world. The metaphors, "voice" and "conversation," characterize the relationships.

This study offers a way of rethinking how teaching has been described and adds to the literature on interactive thought.

2:00 p.m. - 2:50 p.m. **A COMPARATIVE PILOT STUDY OF PRESERVICE TEACHER DEVELOPMENT IN ELEMENTARY, SECONDARY, AND SPECIAL EDUCATION PROGRAMS (Symposium) .....Polk**

Organizer: Susan M. Kelly, The University of Memphis

Presenters: "OVERVIEW"

There is currently little formalized research to indicate the extent to which instructional strategies comprising the content of teacher education curricula are congruent with skills required in actual educational environments. This symposium presents four research papers reporting results of teacher education program evaluations that focused on this issue.

The purpose of the study was to serve as a pilot phase for and evaluation of preservice development in teacher education programs at The University of Memphis. Subjects were 300 students enrolled in undergraduate and graduate licensure courses. Questionnaires were administered to all subjects prior to beginning methods courses, as well as before and after student teaching. Students kept journals during student teaching. Results from questionnaires were analyzed in conjunction with journal data to determine the efficacy of instructional strategies that had been taught in courses. Implications were indicated for program curriculum content and future evaluation design.

"EXPERIENCES OF GRADUATE INTERNS IN A 14-MONTH SECONDARY LICENSURE PROGRAM"
Amy P. Dietrich, The University of Memphis

Teacher licensure programs at the post-baccalaureate level differ in terms of student characteristics and program experiences. The students in this secondary licensure program earned undergraduate degrees in liberal arts prior to pursuing a teaching career. Data collected through focus-group interviews, journals, and pre/post surveys reflected their growth and experiences during a 14-month program, which included coursework and internship. Findings were compared to similar data collected in other components of the teacher education program.

"AN ASSESSMENT OF INSTRUCTIONAL STRATEGIES LEARNED AND USED IN THE GRADUATE-LEVEL ELEMENTARY EDUCATION LICENSURE PROGRAM"
Carol P. Etheridge, The University of Memphis

The College of Education compared the knowledge of instructional strategies learned in the graduate-level elementary licensure program with the actual use of strategies during student teaching. Questionnaire data measured graduate students' knowledge of strategies, and journal data described actual use. Differences between the undergraduate and

graduate-level elementary licensure programs were studied for consistency in the same licensure area.

"A COMPARATIVE ANALYSIS OF SPECIFIC INSTRUCTIONAL STRATEGIES IN THE ELEMENTARY UNDERGRADUATE TEACHER LICENSURE PROGRAM"
Mary Lee Hall, The University of Memphis

This paper compared student teacher perceptions of their preparation in the elementary undergraduate degree program to use specific instructional strategies before and after student teaching. Questionnaire data measured knowledge of specific instructional strategies, and journal data verified use of instructional strategies during the student teaching semester.

"A COMPARISON OF PRESERVICE TEACHER DEVELOPMENT IN SPECIAL AND REGULAR EDUCATION PROGRAMS: SIMILARITIES AND DIFFERENCES"
Susan M. Kelly, The University of Memphis

The purpose of this paper was to examine the evolution of preservice teachers' development at different stages in their preparation. Student perceptions and behaviors were sampled prior to course work and pre/post student teaching by questionnaires, focus-group discussions, and narrative journal data. Data were analyzed to determine similarities and differences between different stages in the preparation process and between special and regular education students.

2:00 p.m. - 2:50 p.m. **ADULT LEARNERS (Discussion)** ..... **Jackson**

Presider: William Gilley, University of South Alabama

Presenters: "PREDICTORS OF SUCCESS FOR DEVELOPMENTAL STUDENTS"

Olatunde A. Ogunyemi, Grambling State University, and Thelma Curtis Spencer, Alcorn State University

Historically black colleges and universities are challenged to provide postsecondary educational opportunities to diverse student populations (i.e., developmental education students), while maintaining high academic standards. The critical link is that these institutions are able to determine a success-predictive profile of their students.

The major purpose of this study was to investigate the relationship among selected predictive variables and academic persistence of developmental education students. Predictive variables were high school grade point average, American College Test (ACT) composite score, selected ACT subtest scores (English, mathematics, and social studies), high school core curriculum, number of developmental courses taken, gender, and race. The sample for this study consisted of the entire population of all first-time, full-time freshmen enrolled during the 1987 fall term at two historically black institutions in Mississippi. Participants were identified as academically underprepared based on their scores in the English, mathematics, and social studies subtests on the ACT.

We used Path analysis to determine the direct and indirect effects of the selected variables in predicting persistence. P values of $<.05$ determined statistical significance. The results of the data analysis indicated that the length of persistence to graduation is determined by the number of developmental courses, number of mathematics and natural science high school

core courses, high school grade point average, ACT composite, and race.

A limitation of this study was that we included only two institutions. Inclusion of more institutions in the state of Mississippi, and in the SREB states, would provide a more comprehensive research base, thus allowing the results to be applicable to other populations.

"A UTILITY STUDY OF THE REMEDIAL AND DEVELOPMENTAL ASSESSMENT PLACEMENT PROCESS IN FOUR WESTERN TENNESSEE TWO-YEAR COLLEGES"

Jody C. Couch and Ernest A. Rakow, The University of Memphis

One possible cause of the low retention rate of students in Tennessee's two-year colleges in incorrect placement. The twofold purpose of this study was to determine the predictive utility of the American Assessment and Placement Program (AAPP) when used to place incoming freshmen in their college courses and the educational utility value of the present remedial and developmental programs found in four western Tennessee two-year colleges.

It was expected that the AAPP would correctly predict success of students who took courses that were recommended by their scores, with the reverse being true when students took courses that were higher than those recommended. Success was defined as receiving a passing grade in a course. Passing grades in recommended courses were considered hits, while courses that were higher-than-recommended were considered misses. Conversely, passing grades in courses that were higher-than-recommended were considered misses, while failing grades in courses that were higher-than-recommended were considered hits. The hits represented correct predictions by the AAPP.

When students took recommended courses, the AAPP demonstrated high predictive utility. However, when students took nonrecommended courses one level higher, the reverse was true. It appeared that many students were placed in courses that were below their potential. It is recommended that the AAPP continue to be used as a placement instrument but that the cut scores be adjusted to more properly place students.

When comparing the AAPP scores and the final course grades of the associated courses, a correlational analysis yielded very strong relationships in nine out of 12 comparisons. This strength further demonstrated the predictive utility of the AAPP when used for assessment and placement.

To determine the overall educational utility of the present remedial and developmental program--of which assessment and placement is the core-courses attempted and courses passed were compared. It was concluded that the present R/D program had more utility over the program of the past; however; the percentage of increase in value was small.

"FREQUENCY OF LEARNING DISABILITIES AMONG EDUCATIONALLY DISADVANTAGED ADULTS"

Herbert R. Horne, Jr., Alabama State Department of Education, and Jacquelyn P. Robinson and Russell Wilson, Auburn University

The purpose of this paper is to provide background for a study identifying the frequency and nature of learning disabilities among educationally disadvantaged adults. A traditional adult education paradigm characterizes the adult learner as leaving school because of economic conditions, pregnancy, or a lack of secondary school relevancy. There is concern that a large component, perhaps the majority, of adult learners have a learning disability that has played a major role in their earlier failure in the schools and may contribute to failure in the adult education programs. Many states do not track the percentage of learning disabled or special education participants dropping out of school, hiding these numbers in the overall secondary school dropout data.

large proportion of the adult education population. They are disproportionately represented among those who fail to make progress or withdraw from adult education programs.

Implications include the need to diagnose and address learning disabilities as an integral part of adult education programs, tailor program offerings, and look at secondary program retention rates among learning disabled and special education populations.

2:00 p.m. - 2:50 p.m. **COMPUTERS AND INSTRUCTION (Discussion) ..... Forum West**

Presider: Abraham Andero, University of Southern Mississippi

Presenters: "THE EFFECTS OF ANIMATION ON THE INSTRUCTION OF THE PRINCIPLES OF ANOVA"

Abbot L. Packard, Glen A. Holmes, and Jim C. Fortune, Virginia Polytechnic Institute and State University

Often, statistical concepts are introduced and taught visually by means of graphs and drawings with the intention of making students understand. Students who received excellent grades in advanced research classes often fail to answer the simplest questions when they are quizzed outside of the context of the class. In oral examinations and casual conversations these outstanding students fail to be able to verbalize their understanding of key research concepts. Accordingly, these concepts never enter into their thinking about how they might solve or study real problems. One such concept, often touted as the most popular statistic used in research, is Analysis of Variance (ANOVA).

This research includes three sequential computerized demonstrations used to lead the learner through concrete thinking to abstract problem solving through the use of dynamic adjustable variables with immediate feedback. After two animated presentations using concrete examples, an abstract problem using two-way ANOVA is demonstrated using dependent and independent variables common to educational research.

Within three months after participating in the study, the students will be asked to use the knowledge by being assessed of their retention of the original instruction. With this time lapse, the later assessment is believed to demonstrate the lasting effect of the animated presentation.

"VOICE-BASED TECHNOLOGY FOR PARENT INVOLVEMENT: RESULTS AND EFFECTS"

Jerold P. Bauch, Vanderbilt University

The purpose of this study was to implement and evaluate the Transparent School Model for improving parent involvement in nine Indiana schools. The Model uses computer-based voice messaging to exchange information between teachers and parents; parents can call to hear teacher messages every day, and interaction is increased by up to 800%. This paper describes the model, explains the evaluation design and presents results from the project. Survey and questionnaire data were collected from about 250 teachers and 500 parents. Student achievement data from two project schools and two demographically-matched schools were analyzed using an ANOVA model, with significance set at $p<.05$.

The project schools that demonstrated high fidelity to the model and had higher levels of teacher and parent participation showed positive effects in parent attitudes, higher levels of teacher/parent interaction, and significant improvements in CAT reading and math scores. There was also a direct relationship between teacher use of the technology and the frequency of parent-initiated contacts.

This project was a part of a statewide parent involvement initiative sponsored by the Lilly Endowment of Indiana. The nine project schools are among over 500 schools nationally using the Transparent School Model.

"ATTITUDES OF MISSISSIPPI STATE UNIVERSITY EDUCATION AND BUSINESS STUDENTS TOWARD LEARNING AND WORKING WITH COMPUTERS"

Glenda A. Gunter, Linda Cornelious, and John F. Perry, Jr., Mississippi State University

The purpose of this study was to examine variables that could possibly influence attitudes toward learning and working with computers of College of Education and College of Business and Industry students at a major southern university. This causal-comparative study examined the change in student attitudes over a 16-week semester as a result of computer instruction.

The sample in this study was composed of 317 students enrolled in selected computer literacy courses. The students were matched by pretest to posttest. The instrument used was the Computer Attitude Scale, a 40-item instrument that is divided into four, 10-item subscales.

It was found that there was a significant change in attitudes between College of Education and College of Business and Industry students over the 16-week semester after completion of a computer literacy course. College of Education students had a positive attitude, lower anxiety, and more confidence toward learning about and working with computers. Students also found computers more useful than College of Business and Industry students found them after completion of a computer literacy course. The findings further revealed statistically significant differences between students' attitudes and selected variables: access to a home computer, computer experience level, age of the student, and collegiate classification of the student.

2:00 p.m. - 2:50 p.m. **AT-RISK (Discussion) .....Forum East**

Presider: Nola J. Christenberry, Arkansas State University

Presenters: "CHARACTERISTICS OF AT-RISK YOUTH SERVED BY THE POSITIVE IMPACT PROGRAM (PIP)"

Charles R. Cobbs and Odell McCallum, Wynne (AR) Public Schools, and John M. Enger and D. Lynn Howerton, Arkansas State University

In 1990, responding to the increase of violence, use of drugs, and gangs in their neighborhood, 16 black men founded the Positive Impact Program (PIP). Based on teacher identification, at-risk youth were invited for membership in PIP. PIP youth characteristics have been monitored for the past several years. The purpose of this analysis was to describe the characteristics of 42 junior-high youth served by PIP and how PIP responds to the needs of its youth.

Recent findings show that three-fifths of the PIP adolescents come from a one-parent household, and three-fourths of them receive free or reduced-price lunch at school. On the average in school, they perform in classes at about "C" level (1.97), and their standardized test scores fall about one standard deviation below the national average. Overall, the group's self-esteem, locus-of-control scores, and verbal interaction with parents measures are comparable to normative and other researchers' findings.

PIP activities provided for the youth are discussed. These activities include weekly small group meetings with a role-model advisor, monthly large group meetings for

parents and youth, tutoring, work/community service activities, and travel for education/recreation.

"FAMILY AND NEIGHBORHOOD SCHOOLS (FANS) MODEL FOR AT-RISK PUPILS"

Susan P. Hoover, Woodmont (MI) High School, and Charles M. Achilles, Eastern Michigan University

The purpose of FANS was to demonstrate the efficacy and efficiency of one school-community social service delivery system and analyze its impact on a target group of 59 "at-risk" sixth graders and its ability to create positive changes in school climate in one middle school (grades 6-8; approximately 1,200 pupils). Measures included multi-year comparisons, comparisons of target group and other sixth graders at the school, and responses of sixth graders at the project and control schools to the Classroom Environmental Scale (CES).

Collaboration included close work between the school and a mental health center, university interns, and work with juvenile justice. Staff who worked extensively with the 59 pupils reported favorable results. The yearly GPA for the 59 pupils was 2.1 compared to 2.7 for the other 266 sixth graders, and attendance was 95% compared to 96% for the "not at-risk" group. There were statistically positive ($p \leq .05$) differences on 8 of 12 CES indicators favoring the treatment school (one-way ANOVAs).

The inexpensive collaboration model (about $44,000/year) of school, mental health, and other agencies positively impacted the 59 targeted "at-risk" sixth graders and showed positive school-wide results in school climate (compared to a control school).

"DIMENSIONS OF PARENTING FOR CHILDREN WITH DISABILITIES DURING EARLY ADOLESCENCE"

Robert H. Bradley, Leanne Whiteside, and Daniel J. Mundfrom, University of Arkansas-Little Rock

This research examines the relationship between family ecology and quality of parenting in a sample of adolescents with disabilities. Coping with caregiving demands of a severely disabled adolescent, limitations in services, and increased financial strains can affect parenting.

The sample consisted of 113 noninstitutionalized 10- to 17-year-old children with disabilities from Arkansas. Adolescents were coded according to disability categories -- cognitive, sensory, orthopedic, and speech/language -- and level of severity (1) none, (2) mild/moderate, and (3) extreme; 56% had multiple disabilities.

Parenting was measured by subscales from the Early Adolescent version of the HOME Inventory -- Learning Materials, Modeling, Instructional/Regulatory Activities, Variety, and Acceptance/Responsivity. Family ecology variables included poverty status, race, maternal intelligence, social support from relatives, and marital stability. MANOVA results indicated overall main effects to the home environment for maternal intelligence, cognitive disability, and orthopedic disability. Interaction effects between poverty status and social support from relatives and between maternal IQ and marital stability were present. In sum, the quality of care adolescents with disabilities receive is a complex function of parental characteristics, the quality of support for families, family income, and type and severity of disability.

2:00 p.m. - 2:50 p.m. PUBLISHING (Training) ..... International

Presenter: "WRITING AND GETTING PUBLISHED"

John R. Petry, The University of Memphis, and Charles M. Achilles, Eastern Michigan University

Discussion centers around opportunities and problems associated with writing and publishing articles and manuscripts. Topics to be included are sources of ideas for research and writing, guides for effective writing, proofing and editing a manuscript, publication sources, preparing a manuscript, methods of submitting manuscripts, criteria for evaluating manuscripts, and ethics in authorship and publishing. Other topics addressed include elements of style: elementary roles of usage, principles of composition and form, an approach to style, and faults in scholarly writing.

Objectives of the session are to increase the awareness of attendees of opportunities to publish, raise standards for writing quality manuscripts, and establish minimum guidelines for professional growth.

Activities include a diagnosis of the basic writing skills of attendees, analysis of articles ready for submission to publications, and administration of a predictive measure for publication success. A number of sources for publishing are presented and discussed. Publication sources are identified that give the manuscript submitters a higher chance of achieving success for acceptance. Participants' manuscripts are evaluated for their content, style, impact on the reader, value to the scholarly community, and importance as a contribution to literature.

3:00 p.m. - 3:50 p.m. EVALUATING PROGRAMMATIC REFORM (Discussion) .....Jackson

Presider: Herbert R. Horne, Jr., Auburn University

"A LONGITUDINAL STUDY OF ELEMENTARY EDUCATION MAJORS: 1982-1994"

James S. Turner and Aubrey W. Shelton, Mississippi State University

The problem was to gather and compare longitudinal data concerning elementary education majors prior to and after "mandated" or self-induced reforms. Ultimately this information was to be used for short- and long-term program planning. Data have been gathered since 1982 and used to measure performance on standardized instruments. Over 1,000 majors made up the various research segments.

Three major groups were formed from the data: Group I (1982-1984), students who graduated prior to reforms; Group II (1984-1988), students who graduated with partial reforms; and Group III (1988-present), students who graduated with all reforms. An analysis of variance was used to test for significant differences between all three groups' ACT and NTE test scores. A step-wise-multiple regression relating ACT predictor variables to the NTE was also used.

Groups with some or all reforms have significantly higher ACT scores than the pre-reform group (1982-1984). The best single predictor of NTE scores was the ACT composite. Analysis of variance using NTE scores between the three groups indicated significant differences in all areas.

"EVALUATING COMPREHENSIVE EDUCATION REFORM: CONSTRAINTS AND SOLUTIONS"

Don E. Dailey, Vanderbilt University

This paper identifies issues to be addressed when designing an evaluation of statewide comprehensive education reform (e.g., Kentucky Education Reform Act), and advocates a multiphase approach to the evaluation. As statewide programs of reform emerged, policy makers demanded immediate results and established accountability systems to provide feedback on program effectiveness, often without a period of transition. Based on an analysis of reform efforts in Kentucky and a review of pertinent literature, a framework of constraining factors that complicate evaluation of comprehensive reform was identified as follows: program size (information overload, difficulty selecting an initial starting point for the evaluation, unrealistic expectations, multivariate nature of the program, resources needed for the evaluation), political nature of the program, effect of program implementation, communication problems, and ethical considerations.

In addressing these issues, a multiphase building-block approach that encompasses a multidisciplinary perspective is advocated. Such an approach places initial emphasis on assessing program implementation in multiple stages prior to assessing program impact, empowers multiple stakeholders, and increases sensitivity to the effect of evaluation practices on school operations and reform initiatives. Instead of pursuing one large evaluation, evaluators should pursue a fleet of small studies that eventually integrate into broader explanations of program effectiveness.

"AN EVALUATION OF THE MISSISSIPPI ALLIANCE MINORITY PARTICIPATION PROGRAM"

Joan Priddy, Vicksburg (MS) High School, and Vernon D. Gifford, Mississippi State University

This study was a comparison of the third semester GPAs of two matched groups of 29 heterogeneous minority freshmen participants and nonparticipants in the Mississippi Alliance for Minority Participation (MAMP). MAMP is a precollege intervention program for selected students entering Alcorn State University (ASU). The location is in rural east-central Mississippi. The subjects were freshmen students entering math, science, and math/science related fields. The program included instruction in math, biology, chemistry, computer science, and study skills during the summer prior to entering the fall semester. Program participants were also tutored during the freshman year and fall of 1993. GPAs for both groups were collected at the end of the 1993 fall semester and subjected to the t-test for independent samples. The t-test produced a t value of 28.75, indicating a significant difference between the two groups in favor of the MAMP group.

"A CONTENT ANALYSIS OF FOLLOW-UP STUDY DATA"

Anne G. Tishler, University of Montevallo

Follow-up studies of graduates are often used for teacher education program improvement. Suggestions for program improvement by graduates are important sources of data for program revision. However, program revisions should be predicated on changing needs in classrooms as well as the individual performance needs of graduates. The purpose of this study was to analyze changes in suggestions for program improvement received over a 10-year period for congruence to changing classroom needs and emphases.

First-year teachers were surveyed annually to solicit their suggestions for program improvement. In addition, principals who worked with the teachers were surveyed as well. Data were collected through questionnaire and interview and were analyzed qualitatively.

Suggestions for program revision changed substantially over the 10-year period. While suggestions for more preparation in classroom and behavior management were predominant and consistent, there has been increasing frequency in suggestion for more

preparation in instructional technology, teaching exceptional students, particular teaching strategies (e.g., whole language, cooperative learning), multicultural teaching, and knowledge of school law. These suggestions seems to reflect shifting emphases and problems in schools, and validate the usefulness of these data.

3:00 p.m. - 3:50 p.m. **THE MYERS-BRIGGS TYPE INDICATOR (Symposium) .....Jackson**

Organizer: Glennelle Halpin, Auburn University

Presenters: "OVERVIEW"

The Myers-Briggs Type Indicator (MBTI) is one of the most widely used personality measures of our day. Based on Jung's theory of psychological types, the inventory assesses basic preferences in perception and judgment. These preferences have been related to behaviors in a variety of situations.

In this symposium the Jungian theory underlying the MBTI is explored. The literature relating past applications of the MBTI is reviewed. Research results from a current study of retention/attrition in a college setting in which the MBTI was administered are described. Use of the MBTI topologies as a base for the personal development of preservice teachers is discussed.

"JUNG'S TYPOLOGY AND THE MYERS-BRIGGS TYPE INDICATOR"
Edith Miller, Auburn University

Carl Jung's personality typology presents a valuable and workable personality theory from which to conduct research, therapy, and personal development strategies. The Myers-Briggs Type Indicator is a dependable and valid instrument that makes these valuable activities possible by being a measure of Jung's typology. Explored in this presentation are Jung's typology and the MBTI in terms of their conceptual fit and the instrument's construct validity.

"APPLICATIONS OF THE MYERS-BRIGGS TYPE INDICATOR IN VARIOUS SETTINGS: A REVIEW OF LITERATURE"
Lee Thomas and William Lauderdale, Auburn University

Basic preferences individuals have with regard to their perceptions and judgments influence almost every aspect of their behavior. An understanding of what they attend to and how they draw conclusions for what they perceive shows that their behavior is quite orderly and predictable. Knowledge of these personal preferences as revealed by the Myers-Briggs Type Indicator has been put to practical use in a variety of settings. How results from the MBTI have been used is reviewed in this presentation.

"RELATIONSHIPS BETWEEN PSYCHOLOGICAL TYPES AND SUCCESS IN COLLEGE"
Gerald Halpin, Glennelle Halpin, William Walker, and Larry Benefield, Auburn University

Psychological types as indicated by the Myers-Briggs Type Indicator were used as explanatory variables in the prediction of first- and second-quarter grade point average for 570 pre-engineering students who were administered the instrument in a large-scale study of retention/attrition at the college level. Differential outcomes for the group as a whole as well as for males/females and for blacks/whites are discussed.

"THE MYERS-BRIGGS TYPE INDICATOR: A BASE FOR TEACHER PERSONAL DEVELOPMENT"
Mark Davenport, Auburn University

As preservice teachers focus on developing their mastery of content and pedagogical skills, they, as well as their teacher education professors, often fail to address personal development. Because teaching is such an intense and demanding profession requiring constant personal interaction not only with students but also with peers and supervisors, teachers--like all people--need lifelong skills that will help them to reflect on their personhood and development. The Myers-Briggs Type Indicator provides a source of insight and a frame of reference for this reflection, that helps teachers understand themselves and others and develop strategies for personal development. This insight and these skills can also be used productively in working with students and other professionals. Applications of the MBTI results for these purposes in a preservice teacher education program are presented.

3:00 p.m. - 3:50 p.m. **MUSIC AND EDUCATION (Discussion) .....Forum West**

Presider: Brenda Joyce Stallworth, Alabama A&M University

Presenters: "THE RELATIONSHIP BETWEEN INSTRUMENTAL SPECIALTY SKILLS AND POSTSECONDARY MUSICAL INDEPENDENCE (HOW IMPORTANT ARE SCALES, THIRDS/ARPEGGIOS, ETUDES, SOLOS, SIGHTREADING, BAND MUSIC AND IMPROVISATION?)"

Nan C. Bobbett, Musician and Researcher (TN); Gordon C. Bobbett, Educational Consultant and Researcher (TN); and Wayne Dorothy, North Dakota State University

Instrumental musicianship is linked to the mastery of "instrumental specialty skills" (ISS) such as scales, thirds/arpeggios, etudes, band music, sight-reading, solos, and improvisation. Students use these skills during private lessons, solos, practicing, and band performances. This study's purpose is to examine the impact these various ISS's have on the student's instrumental musical independence (MI).

A musical independence test was administered to 276 instrumental music majors participating in Ball State, Florida State, and Wichita State instrumental programs. Additionally, eight ISS's were evaluated from three perspectives: percentage of time spent practicing each ISS, percentage of time the ISS is emphasized during private lessons, and student's rating of each ISS in developing MI (i.e., reflection of student's musical philosophy).

Data analyses included descriptive, correlation/partial correlation, and regression analysis [stepwise (forward), multiple, and exploratory multiple]. The study used a .05 level of significance.

The study found that the ISS's are learned during practicing but are not learned during private lessons or reflected by the student MI philosophy; and etudes, solos, and third/arpeggios are important ISS's in developing the student's MI, while band music, sight-reading, and improvisation hurt MI development. Should music education reprioritize the ISS's that impact the student's MI development?

"PROMOTING REFLECTION AMONG UNDERGRADUATE EDUCATION MAJORS IN AN ELEMENTARY MUSIC METHODS COURSE"

Nancy H. Barry, Auburn University

The purpose of the study was to examine undergraduate education majors' (N=45) perceptions of experiences encountered during an elementary music methods course. Based on the literature and previous studies, the researcher developed a series of activities designed to facilitate student reflection. At the conclusion of the course, students were asked to complete an anonymous Reaction Inventory calling upon them to rate each class activity according to "How useful will it be?" and "How much thought and reflection did it require?" on a Likert-type scale ranging from 0 (none) to 5 (very much). Students were also invited to write other "comments or suggestions."

Descriptive statistics indicate that student generally found all class experiences useful, with the laboratory teaching experience receiving the highest mean rating (4.93) and the journal receiving the lowest mean rating (3.09). Reactions concerning how much thought and reflection various activities required were also relatively positive, with the highest mean rating for the laboratory teaching experience (4.89) and the lowest mean rating for receiving feedback from peers who observed me (3.27). Paired t-tests indicated significant ($p<.05$) differences between students' ratings of how useful an activity was and how much thought and reflection that activity would require for 7 of the 14 course activities.

"COOPERATIVE LEARNING GROUPS AS A STRATEGY TO BUILD POSITIVE ATTITUDES TOWARD TEACHING MUSIC"

Robert E. Johnson, Auburn University

The purpose of the study was to determine the effects of cooperative learning group activities in an undergraduate music methods course on the perceptions of preservice elementary and early childhood teachers toward teaching music and toward the efficacy of cooperative learning groups. Measures of beliefs and understandings regarding music and cooperative learning groups were obtained from a sample of 52 preservice teachers at the start of a music methods course and again at its end. Instruments requested responses to items using a Likert-type response as well as items using a written narrative response. In addition, the results from a personality test and a musical skills assessment form were used to form groups of varying personality types and musical backgrounds.

A univariate comparison of mean levels regarding beliefs about cooperative learning groups in music teaching was significant ($p < .05$) for some of the rated items, indicating changes in beliefs and attitudes during the span of the methods course. Critical incidence analysis of written responses revealed increases in the amount of detail provided regarding teaching music and cooperative learning groups.

Increases in positive reactions to teaching music and cooperative learning groups were found. Extroverts generally provided more positive reactions than introverts.

"THE IMPACT THAT POSTSECONDARY STUDENTS' INSTRUMENTAL ARTISTIC SKILLS HAVE ON MUSICAL INDEPENDENCE (HOW IMPORTANT ARE TONE, INTONATION, PHRASING TECHNIQUE, DYNAMICS, THEORY, FORM, AND RHYTHM?)"

Nan C. Bobbett, Musician and Researcher (TN); Gordon C. Bobbett, Educational Consultant and Researcher (TN); and Wayne Dorothy, North Dakota State University

"Instrumental artistry skills" (IAS) such as tone, intonation, phrasing, ensemble, technique, dynamics, rhythm, history, musical form,and theory are related to the mastery of the student's total instrumental musical independence (MI). Students emphasize these skills during practicing, band rehearsals, and private lessons. This study's purpose was to examine the impact the IAS (independent variables) have on the student's MI.

A musical independence test was administered to 276 instrumental music majors participating in Ball State, Florida State, and Wichita State instrumental programs. Additionally, students were asked the percentage of time they spent emphasizing each IAS during practicing, band rehearsals, and private lessons. Finally, the participants rated the importance of each IAS in developing MI.

Data analyses included descriptive, correlation/partial correlation, and regression analysis (simple, stepwise (forward), multiple, and exploratory multiple) ($p \leq .05$).

The study found that the IAS's have varying impacts on MI depending on the specific activity (e.g.,ensemble skills impact MI during the student's practicing; tone, intonation, and phasing during band rehearsals; and phrasing and technique during private lessons); dynamics, rhythm, musical form, and theory have little or no impact on the student's MI development; and tone and phrasing are the two most significant IAS's. Should music educators reexamine the IAS's that impact the student's MI?

3:00 p.m. - 3:50 p.m. **THE SCHOOL TO PARENT PROGRAM: ONE SUCCESS STORY (Symposium)** ..... **Forum East**

Organizer: Teresa A. Garland, The University of Tennessee

Presenters: "OVERVIEW"

The School to Parent Program has been implemented at four elementary schools within the Knox County system. This program is directed at the parents of at-risk students who historically have fewer interactions with public school educators. The ultimate purpose of the program is to ensure long-range school success and dropout prevention. One intervention central to the program is that of increasing parental contact with the local elementary school. Initially, dropout prevention monies were used to fund the program. Today, however, the funding comes from a variety of sources. Local monies, foundation grants and dropout prevention funding are combined to support the program.

The purpose of the study was to determine the perceptions of parents, participating in the program, concerning the School to Parent Program. Two methods were used to solicit parent responses on such topics as the programs contributions to the school, the community, the parents, and the children. The first phase consisted of a 20-parent survey during the second year of implementation. Results were tabulated using frequencies and percentages. The second phase used a focus group approach at the end of the third year of implementation. Results were evaluated using taxonomic analysis.

As a means of increasing parent involvement in their child's education, this program appears to be remarkably effective. Parents perceived the program to increase communication between themselves and the school. All parents expressed a desire for the program's continuation.

"DEVELOPING AND IMPLEMENTING A PARENT INVOLVEMENT PROGRAM"
Martha Jean Bratton, Inskip Elementary School

This paper sets the context for the audience, offering an historical perspective of the development and evolution of the School to Parent Program.

"COORDINATING RELATIONSHIPS WITHIN THE COMMUNITY"
Shelia Guthrie, Inskip Elementary School, and Judy Starr, Mooreland Heights Elementary School

This paper's presenters have been coordinators for the School to Parent Program for two years. They have been successful in obtaining community support for the schools and the program.

"SURVEY OF PARENT REACTIONS TO THE SCHOOL-TO-PARENT PROGRAM"
Teresa A. Garland, The University of Tennessee

This paper is based on a survey of 20-parents who participated in the School to Parent Program.

"RELATIONAL ALLIANCES AMONG SCHOOL-TO-PARENT PARTICIPANTS"
Nancy L. Tarsi, The University of Tennessee

This paper is based on the facilitation of a focus group 18 months after parents surveys were conducted. Approximately half of the original interviewees participated. Findings from the survey are discussed with regard to their current experiences.

"ADMINISTRATIVE CHALLENGES IN SCHOOL-TO-PARENT PARTNERSHIPS"
Sarah Wallace, Mooreland Heights Elementary School

The economic, sociocultural and political factors influencing the continued funding of services are discussed in this paper.

3:00 p.m. - 3:50 p.m. AT-RISK STUDENTS (Display).....Embassy

Presenters: "TRANSFORMING THE LEARNING ENVIRONMENT IN AN AMERICAN INDIAN INSTITUTION WITH AN AT-RISK STUDENT POPULATION"

John L. Price, East Central University; Mike Bailey, Jones Academy; and George Mann, West Texas A&M

The purpose of the endeavor was to create an ideal or prototype learning community within the larger geographical and social community for Choctaw and other Native American youth. The emphasis was on transforming the learning experience through effort and design to produce a special setting where students were provided the care, attention, resources, and success-oriented experiences that promoted their development into independent, self-directing, successful adults.

The focus was on the identification of problems and concerns and the selection of appropriate interventions to transform the learning environment of this American Indian group. The emphasis was on using research-based best practices in education combined with tribal values to develop a total educational experience for a minority population attending local public schools but sharing a common life and facilities in a century-old institution where students lived, worked, played, and learned outside the classroom.

A videotape, slides, brochure, and paper provide information about the institution, the interventions undertaken to create the learning community, and results.

"STRATEGIES FOR INCREASING ACTIVE STUDENT PARTICIPATION IN IEP/ITP MEETINGS"

Anjoo Sikka and Charles R. Taylor, Mississippi State University

The purpose of this study was to identify successful strategies implemented to increase student participation in their Individualized Education Plan (IEP) or Individualized Transition Plan (ITP). A sample of Special Education Coordinators from Alabama, Arkansas, and Mississippi were surveyed over a period of three months to identify obstacles and strategies that were effective. Regardless of disability type, the most frequently listed obstacles were lack of student interest, cognitive limitations, lack of knowledge about possible career paths, and students' feelings of unease. The most common areas of nonparticipation were academic objectives, determination of least restrictive environment, cases where the student is multiply disabled, and discussion of student strengths and weaknesses.

Strategies perceived to be effective in increasing participation in IEP or ITP meetings were including transition topics in class discussions or coursework, scheduling factors, appropriate student assessments, limiting the number of participants and increasing parental involvement.

The list of obstacles, areas of nonparticipation, and successful strategies are displayed. Sample comments from Special Education Coordinators are included. It is anticipated that increasing student participation in IEP/ITP meetings eases their transition from schools to adult roles.

"STRUCTURAL EQUATION MODEL OF ADOLESCENT DELINQUENCY"

Leanne Whiteside and Brent Benda, University of Arkansas-Little Rock

The purpose of the present study was to test an integrated, parsimonious, theoretical model of delinquency from a review of prior research. This study was concerned with processes involved in the amount of delinquency engagement rather than with explaining persistence or discontinuance of youthful crime. The present sample consisted of 1,093 public rural and urban high school students (grades 9 through 12) randomly selected. Participation was both voluntary and anonymous. All measures were assessed from a self-report questionnaire. Constructs included in the model were delinquency, attachment to parents, beliefs about norms and laws, religious beliefs, influence from peers, perception of the rewards and costs of delinquent behavior, and excuses for behavior.

Analysis consisted of two stages. In the exploratory stage a randomly selected subset of observations were used. Exploratory factor analysis and structural modeling were used to fit a theoretically supported model. Adjustments were based on theoretical consideration, and an examination of LISREL estimated t-values, modification indices and residuals. The second stage of the analysis was confirmatory, using the second half of the sample. Models were evaluated with several fit indices, including hierarchical x^2 tests, to compare a series of nested models.

4:00 p.m. - 4:50 p.m. **CULTURE CHANGE AND RENEWAL IN AN URBAN PROFESSIONAL DEVELOPMENT SCHOOLS PARTNERSHIP (Symposium)** ..... **Polk**

Organizer: Vivian G. Morris, The University of Memphis

Presenters: "OVERVIEW"

The purpose of this symposium is to explore the changes in teacher education and P-12 schools that have resulted from Professional Development School (PDS) partnerships between a major urban university and 10 P-12 schools from four school districts. The presentation includes the theoretical framework for the partnerships and major findings of three recent studies. Persons in attendance are provided with handouts and have opportunities to discuss methodologies and results with presenters.

"TEACHER EMPOWERMENT IN PROFESSIONAL DEVELOPMENT SCHOOLS"
Vivian G. Morris and Satomi I. Taylor, The University of Memphis

The first study investigated the implementation of a PDS program in an urban elementary school and reports the extent to which participation in the PDS program influenced teachers' perceptions regarding teacher empowerment along four dimensions cited in the literature. Data generated by a teacher empowerment questionnaire were compared to data collected from teachers at four other elementary sites within the PDS program. Chi-square tests revealed significant differences on several questionnaire items. Qualitative data were collected and examined relative to the major components of the program and teacher empowerment. Teachers indicated that participation in the PDS program enhanced their empowerment along the four dimensions that were the focus of the study. These data corroborated other findings and suggested explanations for divergent responses.

"CREATING A CULTURE OF COLLABORATION IN PROFESSIONAL DEVELOPMENT SCHOOLS"
Lisa DeMeulle and Rebecca S. Anderson, The University of Memphis

This year-long qualitative study documented the initial year of an urban elementary PDS. Using in-depth interviews, surveys, and naturalistic observations, the researchers focused on aspects of life in a PDS that fostered and encouraged collaboration. Preliminary findings suggested the existence of basic principles to be considered when attempting to create a culture of collaboration: that change in culture is slow, that an environment of trust and respect must be established, that teachers must be provided structured opportunities for interactions and dialogue, and that support for a changing culture must be on-going and persistent.

"ROLE CHANGES OF PRINCIPALS AND UNIVERSITY LIAISONS IN PROFESSIONAL DEVELOPMENT SCHOOLS"
Marty M. Harrison, The University of Memphis, and Judith N. Byrd and Dorothy Robinson, Memphis (TN) City Schools

This study investigated the impact of a PDS program on the traditional roles of principals and university liaisons. This qualitative study utilized naturalistic observations, interviews, surveys, and video-taping of participants. Preliminary findings indicated that: principals and university liaisons tended to blur roles as time passed; principals began to feel comfortable in shifting some traditional administrative duties to the liaison; university liaisons included principals more in classes, research, and faculty duties at the university; and, during the process, teachers, students, parents and community members began to accept university liaisons as members of the school community.

4:00 p.m. - 4:50 p.m. **EARLY CHILDHOOD (Discussion)** ..... **Jackson**

Presider: William A. Spencer, Auburn University

Presenters:

"DEFINING FAMILY-FRIENDLY EARLY INTERVENTION"

Donna E. Dugger-Wadsworth, University of Southwestern Louisiana, and Noah Wartelle, Louisiana Department of Education

Early intervention programs prior to the passage of PL 99-457 and IDEA were primarily interventionist-directed and child-focused. The new legislation provided incentives for providing programs that were family-centered and family-driven. The goal of this research project was to define "family-friendly" early intervention characteristics.

Some of the questions for the study were about what did early interventionist do in their contacts with infants/toddlers and their caretakers; in their interaction patterns that reflected the family-centered philosophy; if the service setting was the home rather than the center; if the family's educational, ethnic, or economic background was different than their own; and differently if the interventionist years of involvement was more or less than 10 years.

This qualitative study used J. S. Spradley's model for Developmental Research Sequence in observations and interviews for gathering data. The observations were during individual appointments of early interventionists with child and caretaker. Six early interventionists were selected using a criterion sampling procedure within the Acadiana area.

The study of these interventionists indicated that "family-friendly" early intervention may be characterized by sensitivity and flexibility to regional, socioeconomic, cultural, and gender issues of each family and that early interventionist's roles range from leaders to bystander.

"THE ROLE OF THE SUPERVISOR: MEETING THE NEEDS OF EARLY CHILDHOOD PRESERVICE TEACHERS"

Beth N. Quick and Jennifer A. Dasovich, Peabody College-Vanderbilt

The purpose of this review of the literature was to examine the research available on supervision of student teachers in early childhood education. While there has been a great deal of research focused on supervision of elementary and secondary student teachers, very little was available that addressed the specific needs of early childhood preservice teachers.

An historical perspective of early childhood teacher education was included, as well as an analysis of the characteristics of effective supervisors, problems encountered by supervisors, and current trends in student teaching (reflective practice, student teacher as researcher) as they applied to early childhood teacher education.

The review concluded with a discussion of the implications for early childhood preservice supervision and suggestions for future research.

"PARENT RESPONSES TO PUBLIC SCHOOL PROGRAMS FOR THREE- AND FOUR-YEAR-OLD CHILDREN"

Dianne Lawler-Prince, Joanna M. Grymes, and Beverly Boals, Arkansas State University, and Cherryl Bonds, Hughes (AR) ABC Program

Quality programs for young children include parent involvement. The National Academy of Early Childhood Programs has developed a 20–item parent survey to assess parental satisfaction in early childhood programs. This instrument also assesses parent knowledge and involvement with the program.

The Arkansas Better Chance (ABC) Programs are funded public-school programs for three- and four-year-olds and are designed to include a strong parent involvement component. This study includes surveys conducted in four ABC programs (six classrooms) and

includes data from 125 parents.

Parent responses indicated very positive attitudes concerning the care and education that children receive in the programs (96%). Parents responded that: they were welcomed as visitors in the programs (99%), there were multiple opportunities for them to participate in the programs ((99%), they were informed of the day–to–day events and special activities in which their children were involved (98%), and teachers have good attitudes toward them and their children (94%).

Although the overall parental satisfaction with the programs was very high (96%), there were a few areas in which parents needed additional information for clarity. Further examination of areas for continued improvement and success of the programs is needed.

"CHILD-CARE STANDARDS THROUGHOUT THE FIFTY STATES"

Rose Bruner Jones, Petal, Mississippi, and Georgia P. Napier and Lee Napier, Jackson State University

The purpose of this study was to ascertain the extent the current child care standards met the criteria established and adopted by the American Public Health Association and the American Academy of Pediatrics and to compare this assessment of the 10 technical panel content areas of the 50 proxy standards with seven different configurations by state, of the National Association for the Education of Young Children (NAEYC) Affiliate Structures. Data were collected via a survey mailed to child care licensing administrators in each of the 50 states. Forty-eight surveys were returned.

Data analysis revealed that six proxy standards fully met the criteria. Improvements were found in 43 proxy standards. The top four score ratings in the partial replicated and original study were in the environmental quality technical panel content area. Similarly, the lowest four score ratings in the partial replicated and original study were in the staff health technical panel content area. No significant composite score differences were found between the seven different state configurations of the NAEYC ($p>.05$).

The results of this study may be used to improve child care standards throughout the 50 states. Emphasis should be placed on improvement in areas where weaknesses are indicated.

4:00 p.m. - 4:50 p.m. **SCHOOL QUALITY ISSUES (Discussion) ..... Forum East**

Presider: Charles E. Saul, Jackson State University

Presenters: "SUCCESS STARTS SMALL (SSS): LIFE IN A SMALL TEACHER-PUPIL RATIO CLASS"

Charles M. Achilles, Eastern Michigan University; Karen Kiser-Kling, Guilford County (NC) Schools; and Ann H. Aust, University of North Carolina at Greensboro

Researchers studied grade-one teacher/pupil communications in two Chapter 1-eligible schools of differing teacher-pupil ratios (1:15 and 1:25). Schools were similar in size and demographics. Four types of communications [Personal, Institute (playing school), Task and Mixed] to individuals (i) or groups (g) were analyzed. Data were collected by direct observation (communications), interviews, the Teacher Problems Inventory (TPI), two questionnaires (grouping and use of aides) and, as criterion measures, by pupil pre/post CAT scores (reading).

Analyses included percents of communication events by class type, t-tests for TPI responses, and paired t-tests and ANCOVA on pupil test results. Results are embedded in

descriptive and context data about teachers, pupils and schools, and compared to results of other class-size studies, such as Project STAR.

Teachers in small (1:15) classes mostly use Task communications (81%) directed to individuals (55%), Classes support active, coordinated learning, smooth transitions and relaxed but clear discipline. In larger (1:25) classes more communication is Institutional (to groups); there are unsmooth transitions, wasted effort, the appearance of teacher "against" class, and a feeling of crowdedness. Mean NCEs increased 14.2 in 1:15 compared to 8.7 in 1:25.

"EFFECTIVE BEGINNINGS FOR SUCCESSFUL MENTORING: MENTORS' AND INTERNS' PERSPECTIVES"

Jean E. Roberson, Margaret W. Smithey, Carolyn M. Evertson, and Catherine H. Randolph, Peabody College-Vanderbilt

The purpose of this research project was to study the interactions of mentor and intern pairs and to determine their perceptions of how those exchanges impacted the effectiveness of the mentoring experience. For this study, 14 interns plus seven mentor-intern pairs were interviewed two weeks after the end of the internship year of teaching. To minimize bias, the interviewer asked eight structured questions, used neutral probes, and recorded the interviews on audio-tapes. The tapes were transcribed and analyzed using methods of qualitative data analysis. The data in this study were part of a much larger data set from 272 mentors and 225 intern teachers.

Using qualitative data analysis, three elements emerged that appear to be essential to the beginning of an effective mentor-intern relationship. Validation, collaboration, and nurturing communication were practiced by the mentor-intern pairs who classified their relationships as successful. However, these elements were absent or minimal in the reflections of the pairs who did not perceive their mentoring relationships to be successful. The findings of this study further inform us of the complexity of mentoring and show three elements that appear to be crucial in the initial phase of mentoring relationships for successful mentoring to occur.

"A COMPARISON STUDY OF THE CHARACTERISTICS OF THE TEN BEST SCHOOL DISTRICTS IN THE STATE OF ARKANSAS FOR 1992-1993"

David Bell and Glenn Sheets, Arkansas Technical University, and Robert Calvery, Southside (AR) School District

The purpose of the study was to determine the characteristics of the ten best school districts in the state of Arkansas for 1992-93. Act 668 of 1989 established an Office of Accountability within the State Department of Education that would provide, among other things, an annual school report card. The school report card assesses the performance of schools/school districts serving students in grades K-12 inclusive, with comparable characteristics such as socioeconomic characteristics, size of districts, test scores on nationally-normed tests, number of students taking remedial courses in high school and college, and per pupil expenditure on administrative, athletic, and gifted and talented expenses.

A General Linear Model (GLM) was used for the basis of comparison. Results indicate that the average daily membership and expense per student are among the primary characteristics of the best schools of the state and directly affect other variables such as test scores and remedial courses.

Implications of this study and other similar studies over a period of time provide information to set future performance goals for each school or school district.

4:00 p.m. - 4:50 p.m. **LEARNING AND COGNITION (Discussion) .....Forum East**

Presider: Jacquelyn P. Robinson, Auburn University

Presenters: "AN INVESTIGATION OF AN INSTANCE THEORY OF THE TRANSFER OF COGNITIVE SKILL"

Peter E. Doolittle, Southeastern Louisiana University

The purpose of this study was to determine the efficacy of predictions regarding the transfer of cognitive skill resulting from the tenets of an instance theory of learning. Subjects (n=14) engaged in a mental rotation task involving the discrimination of "standard" and "mirrored" upper case F's, in four rotational orientations (0°, 180°, and 270°), presented on a computer screen, across eight sessions involving 192 trials per session. During the ninth session subjects discriminated F's in both the original four orientations, plus 10 new orientations selected from stimuli rotated every 15° from 0° through 360°. For each trial, response correctedness and response latency were measured.

The slope of the curve relating response time to rotational displacement, a measure of the rate of mental rotation, was determined for each subject during each session by regression. A comparison between the slopes for the original orientations in Session 1 and the new orientations in Session 9 indicated significant positive transfer, $p < .001$. A comparison between the slopes for the original orientations in Sessions 8 and 9 indicated significant negative transfer, $p < .001$.

If instance theory proves robust, then teaching methods involving extensive and explicit practice would be supported. However, these results do not support the predictions made by an instance theory of learning.

"CRITICAL THINKING AND MORAL REASONING: CAN YOU HAVE ONE WITHOUT THE OTHER?"

Daniel Fasko, Jr., Morehead State University

The purpose of this paper is to discuss the relationship between critical thinking and moral reasoning. There has been much research on critical thinking and moral reasoning, but little has been conducted/reported on the relationship between these two abilities. Since these two abilities are of current concern at all levels of education and since students are supposed to develop the ability to think analytically and behave ethically, it seems that some determination should be made as to if and/or how these two abilities are related.

In considering the importance of both of these abilities, several researchers have recommended that children be taught to think critically about values. For example, Lipman and Sharp (1989) noted that children can learn that ethical acts must have reasons. They suggest one method called "Ethical Inquiry" to facilitate this learning and relationship. In a sense, Lipman and Sharp point out that "ethical reasoning" is logically valid moral reasoning. If one thinks of moral education as character education and that reasoning or cognition is an important aspect of this process, then issues of character may also be issues of cognition.

Implications for curriculum design and research also are discussed.

"OVERCOMING THE INERT-KNOWLEDGE PROBLEM IN LEARNING FROM EXPOSITORY TEXT"

Nathalie Cote, Vanderbilt University

After reading an informational expository text, students may be able to recall the

information but they are often unable to actively use it in new contexts; it remains inert. This review examines the inert knowledge problem in learning from text and argues that learning from text is distinct from remembering text, learning from text requires the construction of a representation of the situation described in the text that integrates new information from the text with prior knowledge, and by facilitating learners' construction of such situation model representations, the inert knowledge problem can be overcome.

Kintsch and Van Dijk's discourse processing theory provides a framework for establishing this argument and discussing a model of situation model construction. A review of research on the construction of good situation models is set in the context of research on the general effects of reader, text, and task factors on comprehension and memory. The review reveals the need for a sharper focus on the processes involved in the formation of situation models, especially on how learners integrate new information with prior knowledge while reading. Instructional implications of the "situation model" perspective on the inert knowledge problem are discussed, using examples such as anchored instruction.

4:00 p.m. - 4:50 p.m. **STUDENT MOTIVATION (Training) ..... International**

Presenters: "METHODS FOR EFFECTIVE MOTIVATION OF STUDENTS"
(A $10.00 training fee will be collected at the beginning of this session. Participation will be limited to 25 persons.)

Janell D. Wilson, Livingston University

In the contemporary reform of education, there is recognition that a curriculum must be coupled with motivational strategies designed to enhance learning. This is partially due to the diversity of the students in classrooms today and to the dynamic changes in society and family structure. The motivational strategies presented are rooted in Maslow's theory of Hierarchy of Needs (1962).

There are three objectives for this training session. One is to discuss how to integrate effective motivational strategies into existing curriculum materials. The second is to demonstrate how to include problem-solving and critical thinking activities into classroom procedures and content. The third is to introduce activities and procedures that can increase the level of student motivation and participation in classroom today.

Activities designed to increase student motivation, self-esteem, and participation in this session include the following: individual presentations, creative writing in content areas, group decision-making processes, group presentations, and student developed projects.

8:00 a.m. - 8:50 a.m. **READING AND WRITING (Discussion) ..... Polk**

Presider: Ann Chapman, Eastern Kentucky University

Presenters: "CHILDREN'S USE OF PRIOR KNOWLEDGE AND EXPERIENCE IN UNDERSTANDING INFORMATIONAL TEXT ON NUTRITION"

Nathalie Cote, Susan R. Goldman, Leilani Gjellstad, Julie Keeton, and Carolyn Millican, Vanderbilt University

Research has shown that prior knowledge plays an important role in the comprehension of text, but detailed analyses of the use of knowledge and personal experience by children reading informational text have not been done. The purpose of these studies was to explore questions about the types of knowledge used and the functions served by prior knowledge in sixth-grade students' processing of informational texts about nutrition.

In two studies, 45 sixth-grade students thought aloud about how they were understanding the material as they read two textbook-type passages on nutrition. Passages were presented on a computer; students could read the sentences of the passage as many times and in any order they wished. Students dictated a report after reading each passage.

The types of knowledge used and the functions served by knowledge during comprehension are analyzed by categorizing the students' comments and behavior while reading and comparing their think-aloud protocols to their recall reports. The relationship between prior knowledge functions and the content and structure of the recall reports is examined through a series of qualitative comparison cases. These comparison cases indicate that readers use different types of prior knowledge flexibly to construct meaning from text.

"UNDERGRADUATES' THEORETICAL ORIENTATIONS OF READING BEFORE AND AFTER WRITTEN COMMUNICATION WITH FIRST-GRADE PEN PALS"

Robbie B. Roberts, University of Alabama-Birmingham

The purpose of the study was to examine undergraduate reading students theoretical orientation to reading before and after written communication with first–grade pen pals. Written communication took place between 20 process–writing first–graders and 20 undergraduate reading students over a 10-week period during March, April, and May. The DeFord Theoretical Orientation to Reading Profile (TORP) was used to measure reading students orientation to reading before and after reading methods instruction and pen pal exchanges.

The findings of this study reveal that undergraduate reading students made shifts in their theoretical orientation to reading after interacting with first–grade pen pals. Interactive experiences such as this resulted in questioning theoretical information encountered in class.

Implications of this study suggest that written communication between children and undergraduate education students provide opportunities to assess writing abilities of children as well as verify information learned in methods classes.

"WRITING DIFFERENCES: THE STUDENT, GENDER, AND THE TEXT"

Cheryl B. Scarboro, Mississippi State University

The purpose of this study was to identify and analyze differences in the ways female and male fifth-grader writers compose short, open-ended autobiographical narratives. The research focused on whether students composed, reproducing society's prescription of reality according to sex and gender roles, or whether they found their own voice, writing as autonomous writers representing their own world.

The subjects for this study were 139 students from six public schools. The research method was content analysis where the researcher coded each text for its fluency level, agency, theme, voice, setting, and content. All texts were read blindly. There was a qualitative analysis for each of the dependent variables for both the female and male writers.

There was no statistically significant difference in fluency levels in the open-ended autobiographies between females and male fifth-grade writers. There was a statistically

significant difference between female and male fifth-grade writers of open-ended autobiographies in setting, theme, voice, content, and agency. Findings indicate that females and males write from different worlds. Educators need to be conscious of and value these differences by having students experience writing to various audiences in a variety of genres.

8:00 a.m. - 8:50 a.m. **ORGANIZATIONAL ANALYSIS (Discussion)..... Jackson**

Presider: Mary Jane Bradley, Arkansas State University

Presenters: "PERCEPTIONS OF TENNESSEE BOARDS OF EDUCATION TOWARD DEVELOPMENT, IMPLEMENTATION, AND MAINTENANCE OF WRITTEN BOARD POLICY"

William D. McAlister and Franklin B. Jones, Tennessee State University

The purpose of this study was to measure public school board members' perceptions of factors relating to written school board policy in Tennessee K-12 public school systems. A comparison was made between school board members regarding gender, race, age, educational level, type of school system, length of service, with/without children in school, size of school system, and superintendent selection process. The design was a descriptive method using a self-report questionnaire distributed to all 954 K-12 board members in Tennessee with 40% return.

First, analyses of data were summarized using descriptive statistics for calculation and interpretation. Second, inferential statistics were generated by a non-parametric chi-square test of significance. A bivariate contingency table was generated on all possible combinations of variables.

The most prevalent significant difference was found in the statement: I vote the way I feel is right rather than how the community wishes me to vote.

Board members from city and special school districts who were over 40 years of age with more than a high school education who have served one term or less with children currently in school agreed with the statement more strongly than their county counterparts.

"A MARKETING APPROACH TO THE DISSEMINATION OF COMMUNICATIONS FROM A SCHOOL"

Joy Mockelmann Smith, University of Southern Mississippi

Educational marketing strategies focus on selling an intangible product that transforms into values. These marketing strategies convert intentions into actions. Communication and delivery are important to the facilitation of the exchange. Educational organizations must carry on exchanges with several different publics who have an actual or potential interest in the educational process.

For any given school, a strategic marketing plan needs to be formulated in response to the publics served. Achieving this goal promotes quality in education and emphasizes what schools do best.

Considering the importance of marketing strategies in education, the purpose of this descriptive study was to determine new dynamics of social responsibility by exploring causes and their marketing from a school setting. Specific actions and outcomes were reviewed to gain a broader view of the complexity that surrounds many contemporary issues.

A sample of 56 various companies and 87 citizens was surveyed regarding social responsibility, mission, and marketing tactics that promote non-profit causes. Findings

indicated that the media is the most influential source of information about educational topics.

"THE STATES WHERE MONEY HAS BEEN SHOWN TO MAKE A DIFFERENCE IN SCHOOL ACHIEVEMENT"

Jim C. Fortune and Abbot L. Packard, Virginia Polytechnic Institute and State University, and John O'Neil, Rockbridge County (VA) School District

The production function analysis approach to assessing educational funding equity has been utilized for several years. Hanushek (1979, 1981, 1986) and Walberg (1982, 1984) have acted as central proponents of this method of analysis. Monk (1992) has offered production function analyses as useful tools in the evaluation of educational funding equity, although he admits numerous shortcomings inherent in the methodology at this time. Hedges, Laine and Greenwald (1994) use meta-analysis to show that overall the array of research on the topic suggests results contrary to the work of Hanushek and Walberg. This paper offers further support that the correlational method of analysis is misleading. In five states where state data suggest a positive relationship between per pupil expenditures and average student achievement, numerous conceptual and methodological flaws exist. These seriously undermine the appropriateness of the production function methodology for assessing educational funding equity. Conceptually, traditional production function methodology seeks to establish a one-to-one relationship between the two variables. Little has been done by the proponents of the methodology to create appropriate variable specification and/or clarification.

The production function methodology is simply a poor indicator of how efficiently dollar inputs today are converted to current student test-instrument performance. Hanushek, Walberg, and Monk continually refer to the great statistical innovations that are helping to reduce the measurement error historically accompanying production function analyses. The only attempted improvement of the methodology is a shift from the Pearson product moment correlation to the multiple regression analysis model, which suffers from a shared variance problem.

This critique focuses on the methodological pitfalls and shortcomings to be expected by policy-makers should they consider findings of production function analyses in the context of determining educational funding equality. However, if the policy question of interest is whether differences in funding relate to current differences in test scores (the only question truly addressed by production function studies), then an alternative methodology is presented.

Courts in four states have heard arguments concerning equity in which this alternative model has been used to provide rebuttal argument to the doomsday testimony of those who use production function methodology. In each of the states (Missouri, Ohio, Rhode Island, and South Dakota), all three models (production function correlation, regression analysis, and a t-test model) were used in rebuttal testimony. This paper presents those analyses for the five states and allows the listeners in the audience to conclude that money does make a difference.

"INFORMAL COMMUNICATION PATTERNS WITHIN AN ORGANIZATION: AN APPLICATION OF SOCIAL NETWORK ANALYSIS IN RESTRUCTURING OF A COMPREHENSIVE HIGH SCHOOL"

Nancy C. Wagner, Johnson City (TN) Schools; Eloise Jurgens, Science Hill (TN) High School; and Russell West, East Tennessee State University

The purpose of this study was to identify and analyze the informal communication network within a comprehensive high school and to assess the effectiveness of social network

analysis techniques as a means of developing a map of the organization to be used in planning restructuring efforts and professional development activities. Using the nonsample method, subjects included size administrators and 105 faculty members. The roster type survey instrument provided a format for respondents to identify individuals with whom they regularly communicate about job-related matters.

The UCINET network analysis program was utilized to analyze the data received from 111 respondents. Analysis included density, centrality, closeness centrality, betweenness centrality, the Bonachich power measure, cliques, structural equivalence analysis, and multidimensional analysis. Due to the size of the organization and the large open campus, two subsystems of the organization were also analyzed.

Results of the analysis indicated that members of the organization were poorly connected. The administrative staff was very central to the network. All administrative staff were identified as the most prominent and most powerful actors. Researchers identified cliques, liaisons, bridges, gatekeepers, and isolates. Based on these findings, recommendations were made for restructuring efforts within the school.

8:00 a.m. - 8:50 a.m. **STUDENT TEACHING (Discussion) ..... Forum West**

Presider: Dean Owen, Morehead State University

Presenters: "PERCEPTIONS OF COOPERATING TEACHERS REGARDING TRAINING FOR WORKING WITH INTERNS"

Mary W. Funderburk, Beth H. Counce, and Linda Moore, University of Montevallo

The purpose of the study was to determine how to structure cooperating teacher orientation or training sessions that provide the assistance cooperating teachers believe is valuable to them in working with the educational interns. The research focused on (1) the number of sessions needed, (2) the time and location of sessions, and (3) the content of the sessions.

One-hundred-one current or former elementary and secondary cooperating teachers in a college's database completed a forced-choice questionnaire developed from a review of the literature on cooperating teacher training. In addition to the descriptive statistics derived from the responses, chi-square analyses were used to compare perceptions of the elementary and secondary teachers.

The results indicated that, while 17 of the 18 content items were rated as valuable or very valuable by 50% or more of the respondents, the majority of teachers believed that the content should be delivered in one-hour to one-half-day sessions. They further indicated that the session should be held the semester before the internship.

The results of this study give direction for developing training sessions that are convenient and informational for cooperating teachers.

"VOICES OF EXPERIENCE: STUDENT TEACHERS' PERCEPTIONS OF THEIR SUPERVISING TEACHERS"

Linda K. Walker and JoAnne H. Belk, Mississippi State University-Meridian

The purpose of this qualitative study was to determine student teachers' perceptions of their supervising teachers. Interviews were conducted at the conclusion of the student teaching experience in the spring of 1994. Seven student teachers who rated their experience and their

supervising teacher as superior were asked to respond to the following questions: (a) How would you describe your supervising teacher in regard to personal and professional attributes? (b) How did your supervising teacher convey information to you regarding acceptable and unacceptable instructional practices and teaching behaviors? and (c) Will your student teacher experience impact your future teaching behaviors and practices? If so, how?

The themes that emerged from the interviews characterized the supervising teachers as caring, nurturing, self–confident, and willing to share their expertise. The dominant method of conveying information was through informal discussion and sharing through the daily interactions of the classroom. Six of the seven student teachers felt that their experiences would favorably impact their future teaching behaviors, particularly in terms of classroom management and meeting the individual needs of learners.

"REFLECTIVE DISCOURSE FOUND IN SECONDARY STUDENT TEACHERS' JOURNALS"

Joan K. West and Linda T. Jones, Mississippi State University

The purpose of this study was to discover what types of reflective discourse could be found in the student teachers' journals. The Reflective Teaching Index was used to examine the journals of 40 secondary student teachers selected for this study to determine the four types of reflective discourse: factual, prudential, justicatory, and critical.

A qualitative methodology comprised of one case study composed of multiple participants was employed. The participants in the case study were purposefully selected by the researcher from the students enrolled in the professional seminars for the fall semester of 1992 and the spring semester of 1993.

It was found that all of the journals chosen for this study contained at least one entry in each of the four categories. A higher number of entries fell in the factual discourse and prudential discourse categories. Structured feedback to journal entries of student teachers in the spring semester of 1993 appeared to elicit more comments in the justificatory and critical discourse categories.

8:00 a.m. - 8:50 a.m. OF INTEREST TO COUNSELORS (Discussion) .....Forum East

Presider: Edith Miller, Auburn University

Presenters: "ISSUES IN STUDENT SUICIDE AND SUDDEN DEATH POSTVENTION: BEST PRACTICES IN SCHOOL CRISES RESPONSES"

Walter S. Gilliam, University of Kentucky

The purpose of this paper is to review and synthesize relevant information on issues in school response to student suicide and sudden death. Recent statistics indicate that a high school of 2,000 students will experience an average of one student suicide every four years. Student suicides and sudden deaths often influence student and staff morale, effect student achievement, and may even lead to "copy-cat" suicide attempts by other students. Some schools have developed school crisis plans that address student suicide and sudden death, yet many have not. Even schools that have such plans may not be fully prepared to respond in ways that address all relevant complications of student suicide and sudden death.

The literature indicated that many school crisis plans do not address such concerns as how students are to be informed of the death, who should speak to the media, what sort of student and staff displays of grief are encouraged and what displays may over-glorify death and suicide, and how counseling and suicide awareness may be used as effective postvention. Schools that

have developed and practiced a crisis plan that addresses such issues will be better prepared to deal effectively and efficiently with school crises.

"LEGAL LIABILITY IN SUPERVISION BEYOND RESPONDEAT SUPERIOR"

Charles L. Guest. Jr., Mississippi State University

The purpose of the paper was to establish a basis for liability in the supervision of counseling trainees beyond the principles of *respondeat superior* and vicarious liability. A review of the literature in the fields of counseling, psychology, and social work was performed as related to all forms of liability in supervision.

The review revealed numerous articles and books that dealt with *respondeat superior* and vicarious liability or the liability of a supervisor to their trainee's clients. The review did not reveal any works that considered potential liability of a supervisor to their trainee. In applying several widely accepted definitions of malpractice, however, it was determined that the relationship between supervisor and trainee could well fall within the bounds of each of the four general elements of malpractice.

With the possibility of malpractice liability to trainees introduced, the necessity of supervision training was reviewed. Several relevant works suggesting scope and content of training were included. The conclusion was two–fold: that malpractice litigation in supervision may soon involve liability of a supervisor to a trainee and that, with this possibility introduced, the helping fields are given further impetus for the establishment of supervision training programs.

"EFFECTS OF SEMINAR PARTICIPATION OF PARENTAL ATTITUDES CONCERNING THE USE OF THE SCHOOL COUNSELOR AS A RESOURCE"

Donna Barefoot, Jones County (MS) Schools and Mississippi State University-Meridian, and George Thomas, Mississippi State University-Meridian

The purpose of this study was to determine the effects of participating in an informational seminar on the attitudes of parents, whose children are diagnosed as Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder (ADD/ADHD), concerning the school counselor as a resource for them and their children. There are a great number of misconceptions about the characteristics that make up ADD/ADHD that contribute to the parental confusion. The counselor is a resource person who can direct parents to community resources, books, support groups, counseling, and/or parenting classes.

Measures of parental comprehension concerning ADD/ADHD were obtained from a sample of 15 parents in an experimental group and 15 parents in a control group. An analysis of pre- and post-seminar participation scores on the ADD/ADHD Parent Questionnaire indicates a statistically significant ($p<.001$) positive change in scores or the seminar group.

Significant change in the scores indicates the need for informational seminars for parents of ADD/ADHD children to improve their understanding of their child's disability and knowledge of resources available. When counselors take a proactive stance in assisting parents they can be effective.

"USING PREDICTORS OBTAINED BY CLASSICAL TEST THEORY AND BY ITEM RESPONSE THEORY TO PREDICT GROUP MEMBERSHIP ACCURACY RATES FOR SEX OFFENDERS AND NONSEX OFFENDERS: A REVIEW OF LITERATURE"

Malenna A. Sumrall, The University of Alabama

For years, test developers have relied on principles of classical test theory to evaluate test data. However, there has been enough concern in the research community about perceived drawbacks of classical test theory to inspire development of an alternate theory--item response theory. Both theories have advantages and disadvantages that must be weighed when choosing a method of test data analysis. But the primary concern should be the accuracy with which the methods evaluate test data.

Test developers should have access to enough information about methods to choose wisely. There should be a body of research that compares methods for various types of tests and indicates which method is preferable in each situation. Unfortunately, few studies have compared the use of item response theory and classical test theory, particularly with personality tests that produce polychotomous data.

This paper presents a review of literature that compares classical test theory and item response theory. It concludes with a discussion of previous attempts to classify prisoners according to offense using psychometric data. This review forms the basis for a validation study of the Sumrall Child Care Employment Screening Scale (SUCCESS), an instrument designed to assess an individual's potential for committing child sexual assault.

8:00 a.m. - 8:50 a.m. CLASSROOM ENVIRONMENTS (Discussion) .....Embassy

Presider: Darlene Ogden, Eastern Kentucky University

Presenters: "POSITIVE DISCIPLINE CAN WORK"

Patricia M. Britt, Mississippi State University

The purpose of this study was to compare differences in off-task behaviors of kindergarten students receiving instruction from a teacher utilizing the Assertive Discipline Approach to classroom discipline and those receiving instruction from a teacher using more traditional methods. This unique approach uses simple rules and consequences that are consistently enforced and supplemented with oral praise for appropriate behavior. The data were collected by observing and recording two kindergarten classrooms over a four-week period. The Stallings Off-Task Observation Instrument was used to gather data, and behaviors were assessed across five areas. The 45 participants constituted the control and experimental groups; 24 students in the experimental group and 21 students in the control group. The students assigned to the control group received instruction from a teacher using the more traditional method of discipline, while the students who comprised the experimental group received instruction from a teacher employing the Assertive Discipline Approach. The results of this study suggest that the Assertive Discipline Approach is a better method for classroom discipline and has the potential to simplify this task for classroom teachers.

"A CONTEXTUAL ANALYSIS OF CLASSROOM INTERACTION AT THE UNIVERSITY LEVEL: AN OPERATIONS RESEARCH APPROACH"

Paul H. Hester, Southern University

The objective of this pilot study was to demonstrate how college students' perceptions of classroom interaction patterns can be used as a contextual variable, with study time, to measure instructional effectiveness.

A total of 2,977 interaction responses were generated by a sample of 22 graduate

students. The data were collected on a small group dynamics instrument over a period of 10 weeks. Patterns of interactions were measured along four dimensions of classroom participation that included degree of relevant comments, on the subject-matter, from Absolutely, Approximately, Moderately, to Remotely. A measure for study time was obtained from a survey of the frequency of hours students reported they studied per-week.

A nonparametric research method was used in the tradition of operation research. Spearman's rank order correlation and a chi-square test were used. Results indicated a moderate correlation between amount of study time and class participation (RS=+.45). In addition, a high correlation (RS=.93) was indicated for the association between amount of study time and absolutely relevant response rates.

No significant difference was observed in the interaction patterns between male and female students using the chi-square test.

"THINKING AND FEELING DETERMINANTS AS PREDICTORS OF TEACHER PROSOCIAL BEHAVIOR IN THE CLASSROOM"

Kathleen P. Glascott, Middle Tennessee State University

The purpose of this study was to investigate teachers' goal orientation and empathic responsiveness in relationship to teacher prosocial behavior.

Procedure utilized 40 volunteer teachers at grades kindergarten, first, and second who completed the Mehrabian-Epstein Feelings Inventory and the Teacher Priorities Questionnaire. The instrument quantified teachers' emotional empathy and educational goal orientation, respectively. Questionnaires were compared with data collected on-site that identified type and frequency of teacher prosocial behavior. A trained observer collected data in classrooms for two one-hour intervals using two instruments adapted from the Child Development Project. The instrument included a Global Rating Form and a Type and Frequency Instrument.

The results for Research Question One, regression analysis determined emotional empathy was a predictor for five measures of prosocial behavior. For Research Question Three, multiple regression procedures indicated that the goal orientation was a significant predictor of prosocial behavior.

This study concludes that the findings were congruent with past research, indicating teachers do maintain underlying educational orientation, and further corroborates with other findings that suggest that teachers have difficulty extending beyond their primary orientation.

9:00 a.m. - 9:50 a.m. **STATISTICS (Discussion)** ..... **Polk**

Presider: Donna Wadsworth, University of Southwestern Louisiana

Presenters: "EFFECTS OF VIOLATIONS OF DATA SET ASSUMPTIONS WHEN USING THE ANALYSIS OF VARIANCE AND COVARIANCE WITH UNEQUAL GROUP SIZES"

Colleen Cook Johnson and Ernest A. Rakow, The University of Memphis

It is well established in the methodological literature that unequal groups jeopardize robustness, thus altering the actual type I error rates from what the researcher believes them to be. This study was designed to determine: first, the effect of assumption violations and unequal n designs on the sampling distribution of F, and second, how different group sizes can become before statistical robustness is jeopardized.

Monte Carlo methodology was used; 3234 empirical F sampling distributions of

either 2000 or 4000 F ratios each were created in two independent simulation sets designed to allow for the cross-validation of findings. The three-group research scenerio was simulated with 11 sample size combinations chosen to reflect those often seen in educational research. Violations simulated included perturbed distributional shapes, varying degrees of unequal group variances, and (in ANCOVA) unequal group slopes. Perfectly normal simulations (11 ANOVA and 11 ANCOVA) were also run to provide a baseline for comparisons.

Data were analyzed using the Kolmogorov-Smirnov one sample test, through comparisons of actual and expected type I error rates, and graphically. Recommendations for research practitioners includes the suggestion that the difference between largest and smallest groups be kept at or below 25%.

"THE USE OF CONTINUOUS VERSUS CATEGORICAL INDEPENDENT VARIABLES IN THE ANALYSIS OF VARIANCE AND COVARIANCE"

James E. McLean and Alan S. Kaufman, The University of Alabama

This paper delineates the advantages and disadvantages of using continuous and categorical independent variables (IVs) in the analyses of variance and covariance when the underlying distribution is continuous. It also describes an appropriate method for incorporating continuous IVs in an analysis. Results of numerous research studies reported in the literature are based on the analyses of categorized IVs when continuous data are available. This approach has the advantage of producing an easily understood summary statistics table. Unfortunately, these results do not take full advantage of the available information.

The literature describing the advantages and disadvantages of using continuous and categorical IVs is presented. These advantages and disadvantages are illustrated using real data sets from both univariate and multivariate situations. Using categorized continuous IVs or analyzing continuous IVs incorrectly can produce misleading results. The primary disadvantage of using categorized continuous IVs is that it can lead to the loss of information, a situation similar to that which occurs when nonparametric statistics are used with data that fit a traditional parametric model. Replacing categorical IVs with their continuous counterparts also may produce misleading results. An appropriate method of incorporating continuous IVs in an analysis of variance or covariance is provided.

"A PRIORI VERSUS POST HOC: COMPARING STATISTICAL POWER AMONG ANOVA, BLOCK DESIGNS, AND ANCOVA"

Yi-Cheng Wu and James E. McLean, The University of Alabama

By employing a concomitant variable, block designs and ANCOVA can be used to improve the power of traditional ANOVA by reducing error. If subjects are randomly assigned to treatments without considering the concomitant variable, an experiment uses a post-hoc approach. Otherwise, an a priori approach is used if the concomitant variable is utilized for assigning subjects to treatments. Traditionally, a priori has been considered the more powerful approach. The purpose of this study was to compare statistical power of a priori and post-hoc approaches among ANOVA, block designs, and ANCOVA under various experimental conditions. The experimental conditions were 48 combinations of four levels of the number of treatments (T; 2, 3, 4, 5), three levels of the number of subjects per treatment (n; 8, 40, 72), and four levels of the correlation coefficient between the concomitant and dependent variables (p; .00, .28, .56, .84). The optimal number of blocks to achieve maximum power was also investigated.

Results indicated that a priori was not generally more powerful than post-hoc. For ANOVA, a priori became less powerful as T and p increased. For block designs, the preference depended on the experimental conditions. For ANCOVA, a priori was more powerful when T and

n were small.

"TO BLOCK OR COVARY A CONCOMITANT VARIABLE: WHICH IS MORE POWERFUL?"

Yi-Cheng Wu and James E. McLean, The University of Alabama

The most widely used procedures to harness the power of a concomitant variable are block designs and ANCOVA. The decisions on whether to block or covary and how many blocks to be used if blocking is selected are often based on rules of thumb with little empirical support. The purpose of this study was to provide a scientific foundation on which to base such decisions.

Monte Carlo generated data were analyzed using one-way ANOVA; two-block, four-block, and eight-block block designs; and ANCOVA. Resulting empirical powers were entered into a repeated measures four-way factorial design with three factors representing different experimental conditions and one factor representing the five procedures being compared.

The results indicated that the correlation coefficient between the concomitant and dependent variables was the critical factor to influence the choice. One-way ANOVA was the best choice when there was no relationship, blocking was preferred when the correlation was low, and ANCOVA achieved the highest power when the correlation was high. Block designs and ANCOVA became more powerful and the optimal number of blocks increased as the correlation coefficient, the number of treatments, and the number of subjects per treatment increased.

9:00 a.m. - 9:50 a.m. **EARLY CHILDHOOD EDUCATION (Discussion) ..... Jackson**

Presider: Aubrey W. Shelton, Mississippi State University

Presenters: "DEVELOPING LIFELONG READERS: AN IN-DEPTH STUDY OF CHILDREN'S RESPONSES TO LITERATURE"

Judy Ann Hale and Gloria C. Correro, Mississippi State University

The purpose of this study was to investigate children's responses to literature. By better understanding children's responses to literature, ways to develop literacy may be found. No previous research, where the research worked in-depth with children determining children's responses to literature in an attempt to find ways to develop literacy, surfaced from the review of the literature.

The following research questions were the focus of this study: What do the child's choices, reactions, comments, and questions reveal about cognitive skills as they relate to literacy? What clues may be ascertained as to the child's value of reading? What variations or similarities exist in children's responses to literature?

In an effort to answer these questions, qualitative data were collected from classroom observations and interviews, observations and interviews in the school library, information from parents, and information from the classroom teacher. Subjects for the study were a purposefully selected group of 15 first graders.

The most outstanding result of this study was the opportunity to examine the relationships of all three of the research questions to establish a profile for beginning literacy.

"CANONICAL STORY GRAMMAR: ANALYSIS OF BEGINNING READER COMPUTER STORIES"

Kimberly D. Parker and Cay Evans, Louisiana State University

The purpose of the study was to analyze canonical story grammar of beginning reader (early childhood education and kindergarten) computer stories. The 15 interactive stories of the Josten's Tapestry program, I am a Builder, were used for the study.

Research was done through an ERIC search of the term Story Grammar. The research was analyzed for types of Story Grammars that had been developed and the effects of Story Grammar on elementary students. Canonical Story Grammar elements were defined from the analyses of the research. The elements were then used to analyze the stories of the Tapestry I am a Builder program. A qualitative analysis was used to investigate the presence of Story Grammar elements in the stories. The preliminary results revealed that the stories lacked Canonical Story Grammar.

Researchers used Canonical Story Grammar format to evaluate basal series and found the series to lack in Canonical Story Grammar format. Basal companies responded by improving the stories in their series. As computer stories are integrated into the classroom, teachers and researchers need to evaluate the effectiveness of their use.

"DEVELOPMENT OF READING AND SPELLING IN KINDERGARTEN: A CONSTRUCTIVIST ANALYSIS"

Maryann Manning, Gary Manning, and Roberta Long, The University of Alabama-Birmingham

This study investigated the reading and spelling development of kindergarten children during one school year. The 27 children in two classrooms were primarily from lower middle-class families. Monthly, for eight months, the children were asked to spell seven words and write a sentence. In addition, video-taped interviews were conducted to assess the children's notions about written texts.

The interviews, and the words and sentences were analyzed according to levels developed by Ferreiro and Teberosky (1982) and by the researchers. The analysis noted the children's construction of knowledge about spelling and written text, and the relationship between reading and spelling development.

Seven children were at the highest level in both reading and spelling at the beginning of the year; five others showed little progress during the year. Thirteen were at higher levels in reading than spelling initially, but were proficient in both at the end of the year. Two were at a low level in both areas at the beginning of the year, but had reached the highest level by May. In most cases, knowledge of reading preceded spelling development, but there was a close relationship between the construction of reading and spelling knowledge.

"PHONEMIC AWARENESS TRAINING IN PRE-SCHOOL/PRIMARY PROGRAMS SUPPORTED BY RESEARCH"

Ann Curry Ruff, Western Kentucky University.

Phonemic awareness is the ability to examine language independently of meaning and to manipulate its component sounds. It requires the ability to attend to a sound in the context of the sounds in a word. Phonemic awareness can be developed in the classroom through a sequence of game like tasks such as literature that plays with the sounds in language, tongue twisters, songs that focus on the various sounds that letters make, and moving small blocks for each sound as it is heard.

In a paper presented by Hallie Kay Yopp at AERA in San Francisco in 1992, it was well documented that phonemic awareness is significantly related to both reading and spelling. The results of both correlational and experimental studies generally have indicated that students who enter reading instruction unable to perform phonemic awareness tasks experience less

success in reading than students who score high in phonemic awareness when instruction commences.

The infusion of phonemic awareness training in pre-school/primary programs, however, lags far behind the research findings supporting its inclusion into the curriculum. Therefore, it is the purpose of this presentation to present evidence supporting the inclusion of phonemic awareness training in pre-school/primary programs.

9:00 a.m. - 9:50 a.m. **AT-RISK (Discussion)** ..... **Forum East**

Presider: Harold Griffin, University of Central Arkansas

Presenters: "A COMPARISON OF THE HISPANIC DROPOUT AND NONDROPOUT BETWEEN THE EIGHTH AND TENTH GRADES"

Rosana R. Boyd and Abbas Tashakkori, Louisiana State University

The main objective of the study was to explore possible predictors of dropout among Hispanic youth by comparing the Hispanic youth who dropped out of school between the 8th and 10th grade with those who continued. Data for the study came from the base year (1988) and the first follow-up (1990) of the National Education Longitudinal Study of Eighth Graders. Out of almost 25,000 eighth-graders who were tested in 1988, 3,171 were identified as Hispanic. The sample was followed up two years later in 10th grade. In addition to their performance on standardized achievement tests, a variety of individual, school, and family-level variables was also available.

Preliminary descriptive analyses indicated that the dropout sample was different from the rest of the Hispanic youth in 8th-grade aspirations, attitudes toward school, and self-perceptions. For example, the dropout sample had smaller sense of efficacy, smaller self-esteem scores, and lower educational aspirations in the 8th grade. Also, as expected, the dropout sample had lower scores on the standardized achievement test (math, science, reading) in the 8th grade. More in-depth analyses are in progress to identify those differentiating variables that can be changed through intervention and policy changes. Policy implications of the results for the program that deal with these at-risk youth are discussed.

"A FORMATIVE EVALUATION OF FIRST-YEAR IMPLEMENTATION OF SUCCESS FOR ALL IN THREE INNER-CITY SCHOOLS"

Jason P. Casey, The University of Memphis

The purpose of this study was to provide formative evaluation of three inner-city schools' first-year implementations of the Success For All (SFA) model developed at The Johns Hopkins University by Robert Slavin. The SFA program delivers intensive language arts training to primary-grade students through school and curriculum restructuring. Two reading pretests measuring letter- and word identification and four reading posttests measuring word identification, word attack, passage comprehension and oral reading were administered to 243 students at the three SFA schools and one comparison school. Additionally, 30 K-2 teachers at the three SFA schools completed two reaction surveys measuring attitudes toward the SFA program and its implementation in their school.

Multivariate comparisons of reading tests revealed significance ($p<.05$) favoring all SFA schools over the comparison school on word attack, two of three SFA schools on word identification. Nonsignificant, but sizable positive ES's were found on passage comprehension and oral comprehension.

Descriptive and qualitative analyses of the teacher surveys revealed generally positive attitudes toward the SFA program and its implementation.

"THE CONSEQUENCES OF THE LACK OF CRITICAL-THINKING-BASED EDUCATION IN THE AFRICAN-AMERICAN COMMUNITY"
Angela F. Webster, The University of Memphis

The premise of the paper is that critical thinking-based education can improve the socioeconomic presence of African-Americans in America. This piece examines some of the contextual factors, the current state of African-Americans relative to the evidence and application of critical thinking skills, and explores ways to initiate and expand these skills. The significance of the attainment and application of such skills is also addressed.

Available data demonstrate that racial differences are remarkably constant across tasks that employ critical thinking skills. Although reports have shown relative improvement, overall, African-American students demonstrate competence at rudimentary levels only. They continue to have lesser participation in advanced curricula, score lower on academic achievement tests, and attend lower-achieving schools than do whites. They also continue to disproportionately fill pedestrian occupations and experience cyclical poverty.

The contextual factors are couched in cultural discontinuity. Hence, there is a need for diversification of instructional practices. When bridges are built between students' cultural perspectives and academic encounters, the outcomes become significantly different. Learning through their own experiences, such African-American students built systematically from their concrete, familiar contexts to more abstract, conceptual understandings.

Transforming these students from concrete to abstract thinkers requires initiatives that hone reasoning skills across the curriculum and at all education levels. Moreover, the whole notion of "coverage" should be reexamined. Mass coverage is usually done at the risk of little comprehension and retention, while perpetuating lower order learning. Better results are attained when less material is taught in greater depth, affording students the opportunity to construct, comprehend, and reflect.

Instead of courses with substance and intellectual rigor, many African-Americans are weaned on secondary school curricula consisting largely of a smorgasbord of personal and physical development. Therefore, their chances of securing careers in disciplines that require critical thinking skills are highly unlikely. The fastest growing U.S. populations are minority groups. It therefore becomes increasingly important to prepare well-educated, minority critical thinkers that will participate in and contribute to the advancement of commerce and technology in the United States. It behooves this generation to alleviate the bleak future of these minorities. Although we are unsure of the specific skills that will be mandatory in the future, if a proportionate number of African-Americans learn and apply critical thinking skills to their everyday agendas, a much larger segment of the population will be equipped to and capable of discharging their civic responsibilities. When African-Americans are able and are permitted to contribute intellectually as well as physically, not all, but many of America's problems are likely to fade.

9:00 a.m. - 9:50 a.m. TEACHER EDUCATION (Discussion) .....Forum East

Presider: Anne Hamilton, University of Montevallo

Presenters: "PRESERVICE TEACHERS' PERCEPTIONS OF TEACHERS' ABILITY TO DEAL WITH STUDENT PROBLEMS IN THE SCHOOL"

Gahan Bailey and Richard Kazelskis, University of Southern Mississippi

The purpose of the study was to determine preservice teachers' perceptions of their

own ability to deal with student problems in the school, perceptions of teachers' ability to deal with student problems in the school, and awareness of existing approaches dealing with student problems in the school. The perceptions were measured using a 10-item scale devised specifically for this study. In addition to the individual scale items, three subscales scores were obtained measuring the respondents' sense of personal efficacy (PE) and teacher efficacy (TE) in dealing with student problems and the degree to which the respondents were well-informed about reality therapy, assertive discipline, conflict resolution, and peer mediation (INFO). Data were analyzed using t-tests and correlations.

Results of the analysis suggest that the preservice teachers had confidence in their own abilities to deal with problems in the schools, but they did not generally perceive that teachers in general were able to adequately deal with student problems. Additionally, PE scores were found to be significantly ($p<.01$) and positively correlated ($r=.43$) with INFO scores, and TE scores were found to be significantly ($p<.05$) and negatively, though not strongly, related ($r=.26$) to INFO scores.

"DEFINING THE FACTORIAL CONSTRUCTS OF SELF-EFFICACY"

Donald F. DeMoulin, Western Kentucky University

The purpose of this study was to synthesize findings, describe outcomes, and provide a parsimonious point-of-view within a theoretical construct concerning self-point-of-view within a theoretical construct concerning self-efficacy and effective performance. Data from 4,000+ educators (representing both administrative and nonadministrative areas) were analyzed over an eight-year period to determine if variables could be consistently identified that would offer a viable explanation of self-efficacy and the extent self-efficacy impacts performance effectiveness.

Utilizing Principal Component Factor Analysis (Orthhogonal Rotation), three factors identified as motivation, confidence, and stress achieved significant loading strength to be considered as the critical variables in determining a person's level of self-efficacy. Further analysis utilizing multivariate comparisons revealed that a strong interrelationship among the three variables existed, but the impact of each variable fluctuated, depicting nonconstant properties. This fluctuation caused identifiable shifts in self-efficacy and coincided with variations in performance effectiveness.

Understanding efficacy shift has provided valuable insight in answering many unresolved questions concerning self-efficacy and effective performance. Results of data interpretation provided baseline reference points for designing appropriate and meaningful self-renewal activities for efficacy enhancement and for establishing a basis for constructing long-term efficacy profiles to determine variations in efficacy shifts as well as points of consistency.

"THE EFFECT OF TEACHER EFFICACY, LOCUS OF CONTROL AND TEACHER ENTHUSIASM ON STUDENT ON-TASK BEHAVIOR AND ACHIEVEMENT"

E. Jean Newman, University of South Alabama

The study investigated the relationship between teacher efficacy, locus of control, and teacher enthusiasm, and assessed their effect on student on-task behavior and performance in the middle school.

Teacher efficacy was assessed using the Gibson and Dembo Teacher Efficacy Scale. Locus of control was assessed using the Rose and Medway Teacher Locus of Control instrument. Teacher enthusiasm was assessed by factor items and trained observers. Student on-task behavior was assessed by trained observers, and student achievement was assessed using teacher-assigned grades.

The 44 teachers were divided into "high" and "low" efficacy, and two-group t-tests indicated a significant relationship between efficacy and locus of control (p=.023), as well as between efficacy and enthusiasm (p=.038). Regression revealed no significant effects on student on-task behavior. An analysis of covariance, with standardized achievement scores as the covariate, showed a significant effect of teacher efficacy on student performance (p=.05). Locus of control and teacher enthusiasm were not correlated with the student variables.

Since teacher efficacy has been found to be vulnerable to intervention, the results of the study support the position that increasing teacher efficacy may effect student performance. A review of literature offers practical means of intervention.

9:00 a.m. - 9:50 a.m. **POSTSECONDARY EDUCATION (Discussion) ..... International**

Presider: Bess Isom, University of South Alabama

Presenters: "AN EXAMINATION OF COLLEGE RETENTION RATES WITH A UNIVERSITY 101 PROGRAM"

Robert L. Hodum and Oneida L. Martin, Tennessee Technological University

Student retention and student satisfaction with college experience are important to campus officials. College retention rates are significant factors for determining "institutional effectiveness" (Astin, 1987).

The purpose of this study was to examine retention rates of college students who completed a University 101 course and those who did not. Data were assessed from 772 freshmen who entered college across three academic years. High school and college achievement scores, college entry/exit data, ethnic, and gender data were assessed to determine retention effects.

Chi-square statistical procedures determined significant differences. Multivariate analyses examined the effects of achievement, ethnic, and gender factors on retention.

Some results revealed no significant enrollment decreases with students who enrolled in University 101 classes. Male students enrolled in University 101 left at a higher rate than females. The difference was not significant (p>.01). The higher the ACT score, the less likely the students were to withdraw. Differences were not significant for enrolled students. Similarly, students with higher high school GPA's were more likely to remain in college than those with lower GPA's. No significant differences with enrolled student existed.

The study concluded that University 101 enrollment differences occurred at a .10 level. Little or no significant relationship with gender, race, and achievement scores was found.

"THE EFFECTIVENESS OF STUDENT CONTRACTS IN A PUBLIC COMMUNITY COLLEGE HISTORY COURSE"

Jimmy Carl Harris, Calhoun Community College

A study was conducted to determine the effectiveness of student contracts in a southeastern public community colleges history course. The contracts specified final grade goals and graded learning activities (tests, book reports, term paper).

After observing that only 25% of the control group (n=72) completed their contracts, an experimental iteration (n=51) was conducted without contracts, but with the same learning activity choices. There were no significant differences in the groups' demographics.

A t-test of the groups' difference of total point means was significant ($p<.01$). Therefore, the lack of contracts did not appear to cause overall performance to suffer: 72.55% of the experimental group completed at least one book report or a term paper, while 69.44% of the control group did so. A chi-square procedure revealed no significant difference, but it was deemed noteworthy that the experimental group completed more learning activities than did the control group.

The research concluded that contracting of this sort, when employed with this type of student population, may not result in an increase in overall performance or learning activity. Further study should concentrate on contract purpose and design and on student willingness and ability to set and achieve goals.

"A STUDY OF THE DEVELOPMENT OF WRITTEN DISCOURSE COMPETENCY IN A GRADUATE COMMUNITY"

Susan Malone Bunch, University of Southern Mississippi

The purpose of this ethnographic study was to explore processes by which doctoral students are initiated into the discourse of their discipline. The research question was "How do students learn to write the documents that will establish them in their professional community?" Four doctoral students in a mathematics education program were studied during one semester. Data were gathered through observations, interviews, and document collection.

The primary method of data analysis was the constant comparative method. Categories emerging from this analysis included what the students had to learn (conversations and conventions of their discipline) and how they learned. Twelve elements emerged as necessary components of discourse competency, ranging from foundational components, such as learning the language and content knowledge, to more sophisticated competencies, such as developing a critical researcher's perspective and an autonomous voice.

Hypotheses emerging from this study relate to the participants' development of critical awareness of the forces that create, organize, regulate, and change knowledge within the community; the effects of being mentored by an active, influential community member; the role local members play in initiating the newcomers into the larger research community; and the reflexive relationship between learning to write the discourse of a community and community membership.

"EFFECTS OF THREE INSTRUCTION STYLES ON THE ACQUISITION OF VOLLYBALL SKILLS"

P. D. McClellan, Middle Tennessee State University; Barbara A. Norris, Martin, Tennessee; and E.C. O'Neal, Mississippi State University

The purpose of the study was to determine the effects of three instructional approaches, traditional, reciprocal, and contingency management, on the improvement of selected skills in beginning volleyball classes. Traditional instruction consisted of explanation/demonstration by the instructor and practice/drills by students. Reciprocal instruction included explanation/demonstration of tasks by instructor followed by student practice in groups of two. Contingency management consisted of explanation/demonstration by instructor, followed by student practice utilizing a list of performance tasks.

Subjects were 54 male and female students enrolled in three volleyball service

classes at a southern university. Classes met 50 minutes, 2 days a week for 16 weeks and were taught by the same instructor. Skill tests developed by the American Alliance for Health, Physical Education and Recreation for setting, passing, and serving were administered during the first and last class meetings.

Pretest ANOVA established homogeneity among the treatment groups. Posttest ANOVA revealed significant differences ($p<.05$) among groups. Using the Scheffe´ test, significant differences were noted between the traditional and contingency management groups and between the reciprocal and contingency group.

The acquisition of setting and serving ability was significantly greater in the reciprocal style of teaching.

9:00 a.m. - 9:50 a.m. **ASSESSING EDUCATIONAL EXPERIENCES (Discussion) .....Embassy**

Presider: Stanley Henson, Arkansas Technical University

Presenters: "MEASUREMENT OF AFFECTIVE CURRICULAR OBJECTIVES IN VOLUNTEER EXPERIENCES"

J. Reid Jones, Alinda Sledge, Mitch Shelbourne, Anthony McClung, and Culbert Shaffer, Delta State University

The last five years have produced a large increase in the number of service-volunteer instruction at both the secondary and the postsecondary level. However, there have been very few attempts to develop empirical means of assessing the attainment of affective objectives associated with these experiences. The present study has resulted in a preliminary survey for this type of evaluation, based on the well-known framework proposed by Krathwohl, D. R., Bloom,B. S., and Masia, B. B. (1964).

Respondents (N=143) were asked to rate themselves, friends, and other college students on nine content areas associated with volunteerism, as generated from the Krathwohl, et al. framework. Other items on the survey dealt with demographics and personal values. Most subjects (N=102) had served as volunteers, while one group (N=41) had not served.

Each item was correlated to total score, demonstrating good internal consistency (r's ranged from +.54 to +.74; all $p<.05$). MANOVA showed that subjects rated their own attitudes toward volunteerism more highly ($p<.01$) than they rated the attitudes of friends or other students. Replication attempts will determine whether the survey offers a reliable means of assessing the attainment of affective domain objectives.

"AN EVALUATION OF ARTS-BASED CURRICULUM IMPLEMENTATION USING THE MATHEWS ABC IMPLEMENTATION SURVEY"

Gregg A. Johns and Jerry G. Mathews, Mississippi State University

The purpose of the study was to evaluate the level of implementation of an arts-based elementary curriculum over a period of two years. Observers collected data through 114 randomly sampled classroom observations in an elementary school using the Mathews ABC Implementation Survey. This instrument was designed specifically for this project to assess four broad educational domains: Physical Learning Environment, Student Engagement, Cohesive Curriculum, and Humanized Learning Environment. Data were collected over the course of six site visits. The structure of the instrument was presented at the 1993 MSERA conference by the co-author.

A repeated measures ANOVA resulted in mean significant differences within each of the following domains: Physical Learning Environment, Student Engagement, and Cohesive Curriculum domains, ($p<.01$). Significant mean differences were also found between primary grade levels (K-3) and intermediate grade levels (4-6) within the Cohesive Curriculum and Humanized Learning Environment domains, ($p<.05$).

These results provide evaluative feedback, which suggests increased teacher implementation of arts integration into the basic curriculum since the inception of the program. In addition, the results suggest no significant mean differences in the Humanized Learning Environment domain. This may have implications for modifications of the arts-based curriculum programming.

"ASSESSING EARLY FIELD EXPERIENCES: DO WE REALLY WANT TO KNOW?"

Thomas J. Oppewal, East Tennessee State University

Although reports on reform in teacher education continue to call for increasing the number and type of field experience for preservice teachers, assessing the value of these experiences for prospective teachers remains problematic. The purpose of this study was to investigate the interaction between the preserivce teacher, the cooperating teacher, and the student in the field placement. The data were collected from 88 elementary and secondary preservice teacher journals that documented their tutoring experience with a student.

Textual data from the journals were content analyzed to assess the congruence between teacher education programs goals and the actual experiences of the preservice teachers. Categories identified included initiation of planning, predominate tutoring strategies, types of reinforcement utilized, degree of supervision, degree of personal interaction with tutee, and collegiality with teachers. A blend of qualitative and quantitative analyses was utilized in this study. Descriptive statistics were used to compare differences within categories.

A number of differences were found between teacher education course expectations and what actually occurred in the field placements. This study raises questions as to whether early field experience can deliver the desired outcomes for preservice teachers given the nature of schools and university commitment to the professional education of teachers.

10:00 a.m. - 10:50 a.m. ACHIEVEMENT (Discussion) .....Polk

Presider: George Thomas, Mississippi State University-Meridian

Presenters: "A COMPARISON OF TWO GROUPS' ACHIEVEMENT BASED ON PLACEMENT BY ACHIEVEMENT TEST SCORES"

Bettye Pulliam Holcombe, Houston (MS) School District

This research was conducted to determine if there were differences in achievement gains in reading and math when placing students in the compressed curriculum reading or math classrooms. Students who scored at or above the 85%tile in reading were placed in the compressed curriculum reading classroom. Students who scored at or above the 85%tile in math were placed in the compressed curriculum math classroom. The problems will be to determine if there are differences in the total reading scores and the total math score as measured by the Stanford Achievement Test, Eighth Edition, between two groups when the groups were placed in the compressed curriculum reading or math classroom using the reading and math scores.

The study was based on 50 fourth-grade students, 24 subjects in the reading classroom and 26 subjects in the math classroom. The students were pretested in April, 1994 and

posttested in April, 1993. Both groups received the same amount of instructional time. An analysis of variance was used to determine if differences existed between the two groups, and no differences were found.

"THE EFFECT OF MULTIPLE INTERVENTIONS ON IMPROVING STUDENT ACHIEVEMENT IN INNER-CITY SCHOOLS"

Less Doll Twillie and Ruby Payne, Memphis City (TN) Schools, and John R. Petry, The University of Memphis

An analysis was made of gain scores of 20 third-grade and 20 fourth-grade students to ascertain the effect of a treatment consisting of textbook materials, computer-assisted instruction, peer tutoring, tutorial assistance, curriculum guide, home visits, parental training and involvement, and teacher guidance as measured by test items relating to competencies required by Memphis City Schools, which are reflective of the Tennessee Comprehensive Assessment Program (TCAP).

Students from both grades were pre-posttested in reading. Gain scores were compared using dependent t-tests. Significance was found ($p<.05$) in questions relating to comprehension, decoding and word study, vocabulary, and study skills.

Results suggest that students performed significantly better in reading on posttest following the interventions. Significant changes were credited to multiple use of interventions that included parental involvement and facilitating student academic performance.

"EFFECTS OF NONGRADEDNESS ON STUDENTS' ACADEMIC ACHIEVEMENT"

Barbara A. Nye, Jayne B. Zaharias, and Van A. Cain, Tennessee State University

Longitudinal research is being conducted to determine if nongraded programs have social and/or academic benefits for students in elementary school. Through qualitative observations, researchers determined the stage of nongradedness for each program self-labeled as such, and then examined the effects of the degree of implementation of various types of nongraded programs. The study includes K-5 students from seven Tennessee schools that incorporated "nongraded" programs (n=1,500), three of which also have students in traditional classes (n=750), and five comparison schools where all students are in traditional classes (n=2,250). Outcome measures of academic achievement included the Tennessee Comprehensive Assessment Program (K-5/5-10 year olds) and the Tennessee Holistic Writing Assessment (administered to grade 3 and 4/8 and 9-year-old students). Social outcomes are measured by the Self-concept and Motivation Inventory (SCAMIN).

A one-way analysis of variance (ANOVA) showed that students from nongraded classes significantly outscore those from traditional classes ($p\leq.05$). Given these tentative results, it appears that nongraded classes provide elementary students with achievement benefits.

"THE EFFECT OF RANDOM-CLASS ASSIGNMENT ON ELEMENTARY READING AND MATHEMATICS ACHIEVEMENT"

Jayne B. Zaharias, Tennessee State University

Research was completed to determine if random assignments to self-contained

classes provides academic benefits to students in grades 1-3. Achievement measures included the Total Reading and Total Mathematics subscores from the Stanford Achievement Test (SAT). Data sources were the randomly assigned "regular-size" classes (22-26 students per class) from the experimental Student/Teacher Achievement Ratio (STAR) study and nonrandomly assigned classes in comparison schools from STAR districts.

Analyses included cross-sectional comparisons of randomly assigned students (n=499) and nonrandomly assigned students (n=658) and comparisons of class means (between 18 and 28 classes per condition) in grades, 1, 2, and 3 using ANCOVA. Results from analyses of cross-sectional data clearly favored random assignment of students by grade 3 ($p \leq .01$) as measured by SAT reading and mathematics subscores. SAT reading scores were also categorized into three "ability" levels (high, average, low) and compared using ANCOVA. This analysis resulted in no significant differences between the random and nonrandom groups (e.g., high ability students from the randomly assigned classes did just as well as high ability students assigned to classes by a nonrandom method). Findings indicate that random class assignment provides academic benefits to elementary students. Final results of some draft material were presented earlier.

10:00 a.m. - 10:50 a.m. READING (Discussion) ..... Jackson

Presider: Donald Grigsby, University of Alabama-Birmingham

Presenters: "LEVELS OF READING COMPREHENSION PROMOTED BY THE COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) PROGRAM"

Gregory P. Risner, Janice I. Nicholson, and Brenda Webb, University of North Alabama

Cooperative learning methods known as Teams Games Tournaments (TGT) and Student Teams Achievement Division (STAD) are among the most researched and most effective of all cooperative learning methods. The most recent cooperative learning program, known as Cooperative Integrated Reading and Composition (CIRC), is creating the same excitement among educators as earlier programs because of the positive effects on vocabulary achievement and total comprehension.

The purpose of this study was to determine the levels of comprehension promoted in the CIRC materials. Data were derived from the story-related activities that accompany children's literature. After obtaining an interrater agreement of .90, three raters independently classified 500 story-related questions as either literal or higher level (inferential or evaluative). Collectively, 304 items were judged as literal and 196 higher level. A chi-square analysis indicated that the story-related activities included significantly ($p<.001$) more literal level questions than higher level questions.

While research verifies that CIRC materials enhance total reading comprehension, these data support the notion that the story-related questions primarily facilitate literal level comprehension. To develop the critical reading skills, writers of the CIRC program should increase the emphasis on inferential and evaluative questions.

"A LOOK AT ELEMENTARY TEACHERS AND THEIR USE OF LITERATURE IN THE CLASSROOM"

Jennifer L. Altieri, Arkansas State University

The purpose of this study was to examine elementary teachers' use of literature in

the classroom. Eleven teachers who taught at an elementary school in a small town were interviewed. The amount of teaching experience among teachers varied greatly, and the teachers taught a variety of grade levels.

Semi-structured interviews were conducted over a two-week period. All notes taken during the interviews were transcribed. Data were sorted by units onto index cards. A formal content analysis was conducted, and the cards were sorted numerous times according to emerging themes.

In this case study, it appeared that the use of literature was a very personal decision. Regardless of experience, teachers often found use for the basal in their classroom. The decision to use literature was often guided by the availability or unavailability of class sets. A number of teachers also cited college classes as having a profound influence on their teaching. Literature was probably the most mentioned source of knowledge for teachers and cut across the years of teacher experience. Multicultural literature tended to be seen as a fragmented part of the curriculum and was isolated from the other literature used.

"READER-RESPONSE THEORY AND RESEARCH: IMPLICATIONS FOR AT-RISK READERS"

Joyce E. Many, Georgia State University

The purpose of this paper is to review reader-response theories and research to understand difficulties experienced by at-risk readers when reading literary works and to glean from the existing literature, instructional implications for working with these students. Reader-response theory emphasizes that in literary transactions the reader plays a vital role as an active interpretator of meaning (Eco, 1978; Iser, 1978; Rosenblatt, 1978, 1985). Through the integration of their past literary and life experiences with the world of the text and by their own imaginative powers, readers breathe life into literary works.

Examination of the research focusing on proficient and less proficient readers responses to text indicated difficulties that may emerge for some readers during this creative process. Differences are apparent in the ways readers attend to and integrate personal associations while reading, make inferences regarding the story world, appreciate literary devices, recognize multiple perspectives, and work toward an understanding of the literary work as a whole. The instructional implications of this review reveal the use of direct instruction, and literature discussion groups can be beneficial when readers lack the repertoire necessary to fully appreciate the potential of particular literary works.

10:00 a.m. - 10:50 a.m. TEST VALIDITY (Discussion) .....Forum West

Presider: Louise J. Jones, Jackson State University

Presenters: "PERCEPTIONS OF CONTROL OVER HEALTH: A CONFIRMATORY LISREL CONSTRUCT VALIDITY STUDY"

Linda Thomas and Bruce Thompson, Texas A&M University

People's beliefs about the origins of their health, sometimes referred to as health locus of control, have been shown to influence a variety of important behaviors, including the propensity to engage in effective health maintenance activities and the willingness to seek and follow medical advise. The purpose of the present study was to explore the nature, i.e., the structure, of the health locus of control beliefs, using the Multidimensional Health Locus of Control Scales.

The sample size (n=609) was sufficiently large to allow the use of confirmatory

maximum-likelihood factor analyses. The robustness of construct validity findings across four matrices of inter-item association was also investigated. Finally, factor loadings from a previous study were also fit to the data in the present study in order to test factor invariance. Two models that reasonably well fit the data were isolated.

"FACTOR VALIDITY AND RELIABILITY OF THE SELF-ESTEEM INDEX: FINDING INCONSISTENCIES BETWEEN NORMATIVE AND FIELD STUDY RESULTS"

Larry G. Daniel and Debra A. King, University of Southern Mississippi

Previous research has established a correlational link between children's self esteem and their academic achievement. Moreover, an understanding of children's self-esteem may aid educators in making decisions about placement of children in special education and counseling programs. Consequently, educators have increasingly concerned themselves with standardized measures of self-esteem. The Self-Esteem Index (SEI) is a recently-developed measure of this type. The SEI's technical manual presents impressive validity and reliability data; however, estimates of the SEI's psychometric properties when used in field studies are largely non-existent.

The purpose of the present study was to offer field estimates of the SEI's factor validity and internal consistency reliability using SEI data from 208 regular and special education students. Exploratory factor analytic results supported the existence of the anticipated four factors; however, various inconsistencies were noted between the anticipated and actual factors with which particular items were associated. Likewise, confirmatory LISREL results indicated a somewhat poor fit of the data to the expected factor model. Alpha reliability results were somewhat more promising, with coefficients for the entire scale and the four anticipated subscales exceeding .80. Based on the findings, the authors offer cautions regarding use of the instrument in educational settings.

"A CONFIRMATORY FACTOR ANALYSIS OF THE GIBB EXPERIMENTAL TEST OF TEST-WISENESS"

Michelle Harmon, David T. Morse, and Linda W. Morse, Mississippi State University

The purpose of the study was to assess the stability of a two-factor model recently proposed for the Gibb Experimental Test of Testwiseness, using confirmatory factor analysis. Designed to measure seven specific testwiseness skills with 10 items per skill, Gibb's test has been shown to discriminate between persons trained and untrained in selected testwiseness skills. Such a measure would have greater utility if the structure of the test were identified.

Participants were 173 undergraduate volunteers who took the Gibb test. Confirmatory factor analyses using LISREL 8 were performed using total scores on the seven skills as data. One- and two-factor models were compared.

Results indicated that the data fit the two-factor model, and the simpler one-factor model. For this sample, the Gibb test could be characterized as tapping a general proficiency in testwiseness.

Implications are confirmation of the parsimonious one-factor model supports use of total scores from Gibb's test; since the original study did not support a one-factor model and used a comparable population, sampling fluctuation may be a concern; and Gibb's test appears amenable to yielding a shorter form having fewer subscore or scales, which should facilitate measurement of testwiseness in future studies or training programs.

FRIDAY, NOVEMBER 11, 1994

10:00 a.m. - 10:50 a.m. ISSUES AFFECTING CURRICULUM (Discussion) ..... Forum East

Presider: Don Kellogg, The University of Tennessee-Martin

Presenters: "SCHOOL CHARACTERISTICS RELATED TO PRINCIPALS' PERCEIVED NEEDS FOR A VIOLENCE-PREVENTION PROGRAM IN THE ARKANSAS DELTA"

D. Lynn Howerton and John M. Enger, Arkansas State University

The purpose of this study was to examine school characteristics in relation to principals' expressed needs for a violence-prevention program in their schools. Questionnaires were sent to elementary, middle/junior-high, and high-school principals throughout 25 counties in the Mississippi delta area of Arkansas. School characteristics were derived from information provided by the Arkansas Department of Education.

As previously reported, the proportions of principals identifying the need for a violence-prevention program at the elementary, middle/junior-high, and high-school levels were 88%, 97%, and 98%, respectively. Nearly all of the principals (97%) reported a need for an inservice program on violence prevention for teachers.

Further analysis showed that the need for a violence-prevention program was not significantly related to the size of the school nor the district's monetary support to educate the child. However, greater need for a violence-prevention program was expressed by principals whose schools had lower attendance rates, more ethnic diversity, and lower academic achievement.

Not too many years ago, a violence-prevention program in the schools may have seemed unjustified, especially in rural settings in the Arkansas delta. However, today's principals indicate a need exists for violence-prevention programs becoming a part of the school curriculum.

"CHANGING A PROFESSIONAL EDUCATION PROGRAM AND ITS EFFECT ON SELECTED STUDENT CHARACTERISTICS"

Warren A. Land, Mississippi State University, and Elizabeth R. Land, Mississippi University for Women

The purpose of this study was to compare the influence of selected student characteristics on composite NTE scores for students taught in a traditional or modified undergraduate teacher education program. More specifically, there will be no significant difference in the composite NTE scores for students with selected characteristics when they are taught in a traditional or modified sequence.

The modified professional sequence resulted from a statewide educational reform act which required graduates to pass the NTE in addition to other mandates and represents a continued effort to seek better ways to train teachers.

The subjects for this study were 862 undergraduate students for whom complete and usable data were available. Of this group, 227 students completed the traditional program and 635 completed the modified program. Data were collected through the use of ACT scores, NTE scores, and personal data.

When the composite NTE scores of the group were compared, no significant difference at the .05 level was observed between them. However, scores for the modified group were slightly higher.

"A MARKET ANALYSIS STUDY OF POTENTIAL STUDENTS OF A SOUTHERN LAND GRANT INSTITUTION: TRENDS AND TRIBULATIONS OF INSTITUTIONAL GROWTH"

Ed Davis, Mississippi State University

The purpose of this study was to examine the student market for the purpose of enrollment management. Variables such as race, gender, major, and core attainment were reviewed.

The subjects were all students who had taken the enhanced ACT test for college entrance over a five-year period from the state of Mississippi. The information gained from data sheets that was self reported by the students formed the basis of the study.

Descriptive statistical analysis was used to indicate the level of interest in a given major. Trends were denoted and inference was made as to future policy and program viability of the institution. Findings indicated a considerate drop in many majors that were of significance to the institution and its mission. The study produced detailed information necessary on enrollment management, financing, and curriculum for decision and planning purposes.

10:00 a.m. - 10:50 a.m. STUDENT TEACHING (Discussion) ..... Embassy

Presider: Murice Stockburger, Eastern Kentucky University

Presenters: "A QUALITATIVE STUDY OF SECONDARY STUDENT TEACHERS' PERCEPTIONS OF THE STUDENT TEACHING EXPERIENCE"

Joan K. West and Linda T. Jones, Mississippi State University

The purpose of this study was to investigate what is occurring during the student teaching experience from the secondary student teachers' point of view. This study examined the student teaching process in a holistic context and the events from the perspective of the student teachers themselves.

A qualitative methodology comprised of one case study composed of multiple participants was employed. The participants in the case study were purposefully selected from the students enrolled in the professional seminars for the fall semester of 1992 and the spring semester of 1993. The journals of 40 secondary student teachers selected for this study were examined to determine the events and issues they deemed important to record and discuss during their student teaching experience.

The events and issues recorded in the student teachers' journals were placed in four categories for the purposes of organization and presentation. It was found that the secondary student teachers mentioned issues and concerns as follows: task (470 times), self-adequacy (431 times), impact (311 times), and survival (176 times).

"AN ANALYSIS OF SELECTED VARIABLES REGARDING ISSUES, CONCERNS AND BELIEFS OF SECONDARY STUDENT TEACHERS AT MISSISSIPPI STATE UNIVERSITY"

James N. Butler, Jr., Joan K. West, and Glenda A. Gunter, Mississippi State University

The purpose of this study was to determine the variables that secondary student teachers consider important during their 16-week student teaching. As a means of better understanding the student teaching experience, student teachers were instructed to select variables according to their perceived degree of importance.

This was a descriptive research study utilizing an eight-point Likert-type scale. The subjects were 30 secondary student teachers. Students were enrolled in the Professional Seminar for Preservice Teachers in the spring semester of 1994 while student teaching. Selected independent variables were gender, type of placement, and subject area. A list of dependent variables was selected from student's journals that correspond with previous literature.

Findings indicate that the issues, concerns, and beliefs of secondary student teachers perceived as most important were related to personal problems of students, time management, supervision, and school and classroom environment. It was concluded that student teachers rated and described experiences that need to be realized and addressed by their supervising teachers and university supervisors. Fostering mentorships, developing leadership characteristics, and realizing and understanding real-life situations could strengthen teacher education programs.

"OBSERVATIONS AND OPINIONS OF STUDENT TEACHERS WHILE IN THE FIELD"

Nancy B. Masztal and Dorothy Singleton, University of Southern Mississippi

The purpose of this study was to survey teacher education students as they conducted their teacher education program to determine (a) their perspective of their preparedness for the classroom and (b) their use of effective teaching strategies during their student teaching. Responses were obtained from 55 preservice teachers, 44 elementary and 11 secondary. Students responded to questions regarding their knowledge of Content and Methods, Learning Styles and Modalities, Learning Disabilities, and At Risk Behaviors. In addition, they provided opinions on their perceptions of the conditions of teaching.

A comparison of the mean levels of the two groups (elementary and secondary) was made through the use of T-tests. There was a significant difference between the elementary and secondary preservice teachers in the areas of (1) Adequate Time for Teaching Academic Content ($p < .018$), (2) Diffusion of Multicultural Appreciation ($p < .030$), (3) Use of Math Manipulatives ($p < .041$), and (4) Integrative Social Studies Units ($p < .007$).

In addition to significant findings, responses from the sample, as a whole, identified areas that need to be modified or addressed in our teacher education program.

11:00 a.m. - 11:50 a.m. HIGHER EDUCATION (Discussion) ..... Polk

Presider: Daniel J. Mundfrom, University of Arkansas-Little Rock

Presenters: "CAREER PERCEPTIONS OF COLLEGE ART STUDENTS: A QUALITATIVE CASE STUDY"

Eva A. Thaller, Walters State (TN) Community College

Since there had been little research on the 15,000 college students who complete bachelor's degrees in Studio Art each year, there was a need for this qualitative case study. The study investigated how students majoring in Studio Art perceived their undergraduate educational experiences and what connections they saw between their matriculation and plans for the future.

Data were gathered through written questionnaires from 22 students, in-depth interviews with six of them, and on-site participant observation. The data from various sources were integrated and analyzed into relevant categories, such as the importance of artwork, financial considerations, and expectations for the future.

Although some of the Studio Art students expected college to prepare them for a better job, the majority estimated that their earnings after graduation would be near or well below the "poverty level." Many described their plans to support themselves with terms like "menial jobs" and "anything that won't degrade myself." When asked about connections between their five years in college and plans for the future, they said college was preparing them to create artwork, go to graduate school, and to teach art. One student responded, "School helps instill the work ethic and being a student helps prepare for poverty."

"TRANSFER STUDENTS VS. NONTRANSFER: AN ANALYSIS OF VARIABLES ASSOCIATED WITH EDUCATION MAJORS"

Ed Davis, Joan K. West, James N. Butler, Jr., and Glenda A. Gunter, Mississippi State University

The purpose of this study was to examine the variables associated with education majors at a major university to determine profile characteristics of education majors who are traditional students as opposed to education majors who are defined as transfer students.

The subjects of this study were 136 secondary student teachers engaged in student teaching. Data were collected over a two-year period, beginning the fall semester of 1992 through the spring semester of 1994. The selected predictor variables for consideration were whether or not the education major was a traditional student, a transfer student, or a reverse transfer student, area of emphasis of study, gender, age, and ACT scores. The outcome variables were grade point average and number of years to completion of degree.

Data analysis involved a multivariate analysis of variance (MANOVA) performed at the .05 level of significance. The data for this study were analyzed using the Statistical Package for Social Sciences (SPSS/PC). Findings indicate that a number of predictor variables were influential upon the outcome variables of grade point average and number of years to completion of degree. The study produced profile characteristics of the education major that could be used in student recruitment, retention, and counseling.

"DEPARTMENTAL PRESTIGE AS A DETERMINANT OF TEACHER EDUCATION SATISFACTION"

Dan L. King and Gerald B. Dickinson, Arkansas State University, and Robert N. Hutchison, Mississippi State University

The purpose of this study was to determine factors that influence job satisfaction of faculty in colleges of education. The assumption underlying the study was that professors who thought themselves to be members of prestigious departments would report satisfaction being derived differently than those professors who did not see themselves as members of prestigious departments.

Five hundred surveys were sent to faculty in colleges of education across the nation. Graduate productivity of teacher education programs for the year 1992 was used to determine the 100 largest teacher education institutions. Twenty-five programs were selected at random. Telephone interviews were used to determine the exact number of faculty at each site. The number of faculty was divided by the number of surveys to determine the percentage pool to be allocated to the 25 institutions.

In addition to demographic information, data that allowed the researchers to determine whether the respondent thought herself/himself to be a member of a prestigious department with her/his college were gathered. In analyzing the data, the responses were categorized into several broad areas including autonomy, creativity, leadership, security, and academic involvement. The survey included responses to approximately 100 items dealing with faculty satisfaction.

FRIDAY, NOVEMBER 11, 1994

11:00 a.m. - 11:50 a.m. AT-RISK (Discussion)..... Jackson

Presider: Evelyn Van Devender, University of South Alabama

Presenters: "LEARNING STYLE PREFERENCE OF LOW- AND HIGH-ACHIEVING YOUNG AFRICAN-AMERICAN MALES"

Jennifer Jackson-Allen, Clarke Central (AR) High School, and Nola J. Christenberry, Arkansas State University

The purpose of the study was to identify and compare the learning style preferences of low-achieving and high-achieving young African-American males. Measures of perceptual preferences for 22 learning modalities were obtained from a sample of 50 ninth- and tenth-grade students. Half of the students were randomly selected from a pool identified as low-achievers. The pools were identified based on grade averages in core academic courses.

The Dunn, Dunn, and Price Learning Style Inventory was administered to each of the two groups. Independent t-test comparisons of mean raw scores on each of the learning modalities yielded only three significant differences between low- and high-achievers.

High-achievers had stronger preferences for motivation and were more parent motivated than low-achievers. Low-achievers, however, had stronger preferences for learning experiences that involve opportunities for mobility.

From the results of this study, one might conclude that young African-American males who are identified as either low- or high-achievers are more alike than they are different in their preferences for various learning modalities.

"COGNITIVE AND AFFECTIVE EFFECTS OF UNIVERSITY STUDENT MENTORS ON CHAPTER I CHILDREN"

Rita G. Zerr, Tulane University

The purpose of the project was to provide an undergraduate credit-bearing course of academic study that combined mentoring preparation of Tulane University undergraduates with experiences as unpaid mentors working in a Chapter I elementary school in the New Orleans area. The program involved 50 children in grades 1-3 in each of the experimental and control groups. University students attended classes on campus preparing them as reading mentors in a school where the Reading Recovery™ program was implemented by a trained instructor with the experimental group children scoring below grade level in reading.

Data collection included pre- and posttest CAT reading achievement scores for the experimental and control groups for all children except first graders, where Chicago Early Assessment scores were used as pretest measures and CAT was administered only at the end of first grade. In addition, data collection included pre- and posttest self-concept scores from the School Attitude Measure (SAM).

Multivariate analysis showed the effects of one-to-one mentoring on reading achievement and self-concept of the Chapter I children. Analysis of predictive powers of subscores of the Chicago Early Assessment on reading achievement of first graders signaled the importance of implementation of screening measures in planning first-grade instructional programs.

"INCREASING THE ACADEMIC SUCCESS OF DISADVANTAGED CHILDREN: AN EXAMINATION OF ALTERNATIVE EARLY INTERVENTION PROGRAMS"

Steven M. Ross, Lana J. Smith, and Jason P. Casey, The University of Memphis, and Robert E. Slavin, Johns Hopkins University

In recent years, two programs have gained national attention for producing significant and sustained effects on the reading performance of at-risk children. One is Reading Recovery, which uses highly trained teachers and a systematic set of procedures to tutor first graders who are having difficulty learning to read. The other is Success For All, which uses research-based beginning and intermediate reading programs, one-to-one tutoring, family support, and other elements to provide support for all students in the targeted elementary school. The present research examined the processes and outcomes associated with the implementation of these approaches in comparable first-grade classes during one school year.

Results showed that Reading Recovery strongly benefited tutored students, particularly on passage comprehension. Success For All was more beneficial for special education students and for students who were not tutored, especially on word attack measures. School climate and teacher attitude results also showed advantages of Success For All's comprehensive approach in integrating the reading curriculum with family support and schoolwide restructuring.

11:00 a.m. - 11:50 a.m. RESEARCH METHODOLOGY (Discussion) ..... Forum West

Presider: Barbara Yunker, Jacksonville State University

Presenters: "AFFIRMING THE PILOT STUDY'S VALUE IN RESPONSIVE CLASSROOM RESEARCH"

Mary Ruth Reynolds-Hawkins and Jim C. Fortune, Virginia Polytechnic Institute and State University

This paper discusses the significance of researcher reflection on pilot data to redesign subsequent research. A qualitative study of nine kindergarten children, two teachers, and the director of a child-care center in southwest Virginia illustrated the importance of being "responsive"; i.e., designing classroom experiences and building conversations around the expressed ideas of children (Tharp & Gallimore, 1993).

Multiple perceptions of children, teachers, and the researcher were integrated in a unique design that combined videotaping with focus groups and individual interviews. Children's spontaneous stories were videotaped during classroom sociodramatic play. Then, the children and the researcher viewed the tapes in the context of a child/researcher focus group, which was videotaped also. Taped segments were shared with the children's teachers, who, in both focus groups and individual interviews, discussed with the researcher their views of children's story construction in classroom sociodramatic play.

The authors offer suggestions for future research using videotaped play combined with interviewing. They affirm the value of pilot testing for responsive research. Responsive research, in this case, meant revising researcher goals in favor of following the lead of children who demonstrated and expressed goals of their own.

"A COMPARISON OF ANALYSIS OF COVARIANCE AND BLOCKING DESIGNS IN A SCIENCE AND GENDER CONTEXT"

Elizabeth G. Eller, Valdosta State University

The purpose of this study was to compare the sensitivity of eight analysis procedures using data from a pilot of a distance education project, Integrated Science 7. The pilot involved administering pretest and posttest aptitude and attitude scales to seventh-grade science students in a five-state area. A sample size of 1,802 was obtained. In all of the analyses, the dependent variable was the gender of the subjects. Two ANCOVA analyses and two sets of two-block, five-

block, and 10-block designs were conducted, one set using the pretest aptitude scores as the covariate and the other using the pretest attitude scores as the covariate. The sensitivity of the procedures was defined in terms of the resulting p-values and computed power values.

Evidence indicated that the designs using aptitude indicated much greater power values and lower p-values than the designs using attitude. A comparison of the block designs revealed that the efficiency of the designs increased as the number of blocks increased. When comparing the ANCOVA using aptitude to the block designs using aptitude, the results continued to support the use of the 10-block as the more effective analysis with the data.

"TRANSFORMING/TRANSFORMATIVE INQUIRY: RELATIONS BETWEEN RESEARCHER AND RESEARCHED"

Susan Talburt, Vanderbilt University

This paper examines the ways in which qualitative inquiry in education directly implicates the researcher in her or his research. The "turn" away from positivism, specifically neutrality and objectivity in social scientific inquiry, has shifted attention to a (postmodern) epoch of situated knowledges. Hermeneutics and feminist standpoint theory highlight the ways in which the knowledge researchers construct is constituted by their personal positions, commitments, and relations to others. Detached, impartial knowing -- what Donna Haraway calls the view from nowhere -- is displaced by embodied knowing -- a view from somewhere, characterized by relation and connectedness.

Within this framework, the author considers ethnographic case studies she conducted involving three Soviet refugee women (students of the teacher/researcher), examining the processes of framing the questions and purposes of inquiry, forming relationships with the participants, generating data, interpreting others' interpretations, and textualizing their experiences. Consideration is given to the researcher's implicit or explicit location in the process(es) and product of research and to the transformative experience field work can be for both participants and researchers. The author concludes that researcher presence in textual representations of field work is essential to escape the "ventriloquism" of presenting voices and events that seem to come from nowhere.

11:00 a.m. - 11:50 a.m. FACTORS AFFECTING ACHIEVEMENT (Discussion) .... Forum East

Presider: Anthony Scheffler, Northwestern State University

Presenters: "FAMILY AND CHILD DEVELOPMENT IN THE VILLAGE OF UYANWATTA IN SRI LANKA"

Indranie Dharmadasa, Auburn University

Considerable research suggests that mother-child interaction is closely related to the development of children's cognitive and social skills. This study was conducted to determine if educating low income, unemployed mothers, and providing them with facilities to improve children's learning at home, would enhance interaction with children and children's performance at school.

Twenty-five unemployed mothers and their fourth-grade children were studied. Instructors provided workshops on problems in child development, the use of educational resources, improvement of family health, enhancement of social interaction, and job-oriented skills. Observations and interviews with mothers were conducted monthly to monitor family progress. A qualitative approach was adopted in the collection and analysis of observation and interview data. To obtain measures of children's changes in achievement levels, t-tests were

performed on measures of mathematics and mother-tongue performance.

Observation and interview data revealed marked improvement in family health, nutrition habits, home environment, and total family income. Statistically significant improvements occurred in their children's achievement levels ($p < .01$) in mathematics and mother tongue. Findings support the conclusion that children's performance in school can be enriched by providing programs related to family resources, appropriate mother-child interaction, and family health.

"THE EFFECTS OF A STATEWIDE TEACHER AIDE PROGRAM ON FUNCTIONAL LITERACY OF ELEVENTH-GRADE STUDENTS"

Charles W. Davidson and Herschel Q. Peddicord, University of Southern Mississippi, and Frederick E. Beckett, California Polytechnic University

The proponents of the Educational Reform Act for the state of Mississippi, passed in 1982, contended that the Act would have widespread and long-term effects on the achievement of school children. One of the provisions of the Act was that teacher aides would be hired for grades one, two, and three throughout the state.

The purpose of this study was to determine the effects of the teacher aide program on scores of students on the Functional Literacy Examination administered at grade 11. The scores of all eleventh-grade students in the state from 1988 through 1994 were used in the analyses. Possible explanations for unexpected results are presented.

"SOME VARIABLES ASSOCIATED WITH STUDENTS' PERCEPTION OF PARENTAL BELIEF ABOUT THEIR LOW COMPETENCE IN MATH"

Jupian J. Leung, University of Wisconsin-Oshkosh

The purpose of this study was to determine if students' perception of parental belief about their low competence in math was related to their age, gender, type of school attended (public vs. Roman Catholic), socioeconomic status, and school achievement. Socioeconomic status and school achievement were measured using the practice reported in leading journals.

A total of 903 6th-, 8th-, 10th-, and 12th-grade students in an east central region of Wisconsin responded anonymously to a questionnaire developed by the author.

Results from factor analysis and stepwise multiple regression analysis showed that students' school achievement contributed the most to the prediction of their perception of parental belief about their low math competence (measured by a five-item factor/scale with a Cronbach's alpha of .85). Students' age, gender, and type of school attended also contributed significantly to the prediction above and beyond that of school achievement. Specifically, lower achievers, older students, female students, and students attending Roman Catholic schools perceived stronger parental belief about their low math competence than higher achievers, younger students, male students, and students attending public schools. The intercorrelations among the five predictors ranged from being nonexistent to modest (less than .27). The implications of these findings are discussed.

11:00 a.m. - 11:50 a.m. LEARNING STYLES (Discussion) ..... Embassy

Presider: Dawn Ossont, Auburn University

Presenters:

"THE DEVELOPMENT AND USE OF AN INVENTORY TO INVESTIGATE READING STRATEGIES AMONG ESL COLLEGE STUDENTS"

Zhicheng Zhang, The University of Alabama

The study intended to (1) identify the underlying factors for a reading strategy instrument and (2) determine if the use of reading strategies for nonnative readers is a function of demographic variables such as nationality, English proficiency, major, and gender. Based on the data from 176 ESL students, three common factors were identified for the instrument. Three composite scores were produced based on factor analysis. A follow-up MANOVA was conducted to detect the effect of demographic variables on the use of reading strategies as reflected in the composite scores. Significant interaction effects were found between nationality and major ($p < .05$) and between nationality and English proficiency ($p < .01$).

The factor analysis provided a more coherent theoretical framework for the reading strategies commonly identified in the literature. The study also suggested that the use of reading strategies in a foreign language may be affected by other factors such as one's linguistic origin, academic training, and mastery of the target language. Future research can be focused on identifying patterns of reading strategies use among different nationality groups.

"COMPARISON OF THE CRYSTALIZED AND FLUID ABILITY OF WHITE, BLACK, AND HISPANIC MALES AND FEMALES CONTROLLING FOR EDUCATION"

James E. McLean, and Alan S. Kaufman, The University of Alabama, and James C. Kaufman, University of Southern California

The Kaufman Adolescent and Adult Intelligence Test (KAIT) for ages 11 to 85+ years provides construct valid measurement of fluid and crystallized intelligence, as defined by the Horn-Cattell theory. The aim of this study was to explore race/ethnic differences for samples of males and females included in the KAIT standardization sample, both with and without a control for SES. Data were analyzed separately for ages 11-24 and 25-93. The younger sample comprised 768 individuals (575 white, 117 black, 76 Hispanic), and the 25+ sample included 1,160 individuals (972 white, 124 black, 64 Hispanic).

MANOVAs and MANCOVAs were conducted with these dependent variables: Fluid and Crystallized IQs, and eight subtests (four Fluid, four Crystallized). Multivariate analyses were followed by appropriate procedures to identify the sources of significance.

In all analyses, whites tended to outperform blacks and Hispanics on the fluid and crystallized variables. Hispanics scored higher on fluid than crystallized tasks; blacks scored about equally on both sets of variables. Occasional race X gender interactions were significant, but these did not alter the overall findings. Race differences were a bit smaller than verbal and nonverbal discrepancies on Wechsler's scales, but larger than sequential and simultaneous differences on the K-ABC.

"CHANGING THE COGNITIVE STYLE OF PREPROFESSIONAL EDUCATORS"

F. Morgan Simpson, Sarah C. Portis, and Robert A. Wieseman, Auburn University-Montgomery

The purposes of this study were to examine student cognitive style at the beginning and end of preprofessional training and to examine academic performance in six undergraduate courses. Cognitive style of 537 students was assessed with the Group Embedded Figures Test

(GEFT) when students entered their first education courses, and presently 235 students have been retested. Data for academic performance were grades gathered from required general studies courses and the first education courses.

Initial and intern field-dependent/independent, scores, course grades from six courses, and gender were collected for all subjects. The field-dependent/independent scores were compared with a t-test. A factorial ANOVA was used to analyze scores and course grades. Expectancy tables were constructed.

Results indicate that preservice educators tend to become more field-independent by the end of the internship experience. Males tended to be more field-independent than females; females performed better academically.

MSERA CONSTITUTION AND BYLAWS

CONSTITUTION AND BYLAWS OF THE MID-SOUTH EDUCATIONAL RESEARCH ASSOCIATION
(As Amended November 12, 1992)

CONSTITUTION

ARTICLE I

NAME AND MEMBERSHIP

The organization shall hereafter be known as the Mid-South Educational Research Association. Any person who supports the purposes of the Association shall be eligible for membership and shall be an active member in this organization upon payment of annual dues as provided in the bylaws.

ARTICLE II

PURPOSES

The Mid-South Educational Research Association shall be a non-profit incorporated educational organization whose purposes are to encourage quality educational research in the Mid-South and to promote the application of the results of quality educational research in the schools.

Said corporation is organized exclusively for educational and scientific purposes; i.e., as a non-profit educational organization whose purpose is to encourage and provide results of quality educational research in elementary and secondary schools and in institutions of higher learning, including, for such purposes, the receipt of donations and books to further educational research and the making of distributions to organizations that qualify as exempt organizations under section 501 (c) (3) of the Internal Revenue Code of 1954 (or the corresponding provisions of any future United States Internal Revenue Law).

No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under section 170 (c) (2) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law).

In the event of dissolution of the corporation, any assets remaining after paying all liabilities shall revert to and become the property of an organization which is qualified under section 501 (c) (3) of the Internal Revenue Code of 1954 amended.

ARTICLE III

INCORPORATION

The Association shall be incorporated upon provision of the laws of the State of Mississippi.

ARTICLE IV

OFFICES AND TERMS OF OFFICE

Section 1.a. The governing body of the Association shall consist of a President, Vice-President/President-Elect, Secretary-Treasurer, Immediate Past-President, Directors, and Executive Secretary, who are members of the Association. These officials shall constitute the Board of Officers and Directors of the Association (hereafter called the Board of the Association). The term of office for each elected official shall begin on the first day of the calendar year following election to the Board of the Association.

b. The Directors shall consist of four members at large; one from among the representatives of elementary-secondary schools; one from among the representatives of the State Departments of Education; and one from each of the constituent states.

Section 2.a. The Officers of the Association who serve as Vice-President/President-Elect and Secretary-Treasurer shall be elected at the Annual Meeting of the Association to terms of one year for the Vice-President/President-Elect and two years for the Secretary-Treasurer. The Vice-President/President-Elect shall succeed automatically to the office of President for a term of one year upon completion of a term as a Vice-President/President-Elect or upon the occurrence of a vacancy in the office of President. Each officer shall serve until a successor assumes office except for the Vice-President/President-Elect who would succeed to the office of President due to a vacancy in the office.

b. The Directors of the Association shall be elected for a term of two years. The Directors elected at large, the Director representing the elementary-secondary schools, and the Director representing the State Departments of Education shall be elected at the Annual Meeting during odd-numbered years, and the Directors representing the states shall be elected at the Annual Meeting during even-numbered years. Each Director shall serve until a successor assumes office.

c. All elective Officers and Directors will be eligible for reelection to the offices that they hold for one additional term except the Vice-President/President-Elect, who is restricted to one term, and the Secretary-Treasurer, who is not restricted as to the number of terms served.

d. In case a vacancy occurs in the office of Secretary-Treasurer or among the Directors, the successor to fill the vacancy shall be named by a majority vote of the Board of the Association. If a vacancy occurs in the office of Vice-President/President-Elect, the office will be filled by election at the next Annual Meeting of the Association. Any person who is named to fill an unexpired term shall be eligible for election to the office to which the appointment is made.

Section 3. The Immediate Past-President of the Association shall be an ex officio voting member of the Board of the Association and shall serve during the term of office of the successor as President.

Section 4. The Board shall appoint an Executive Secretary of the Association who will be an ex officio non-voting member of the Board and will serve at the pleasure of the Board.

Section 5. The President, Vice-President/President-Elect, Secretary-Treasurer, and Immediate Past-President shall constitute the Executive Committee of the Board. The Executive Secretary will serve as an ex officio non-voting member of the Executive Committee.

Section 6. The Officers, Directors and Executive Secretary of the Association shall be residents of the constituent states during their terms of service on the Board. Any vacancy on the Board that occurs as a result of a failure to comply with this requirement shall be filled in the manner prescribed herein for the respective office.

ARTICLE V

MEETINGS OF THE BOARD OF THE ASSOCIATION

The Board of the Association shall hold at least two meetings per year at sites designated by the President. One meeting shall be held for the purpose of outlining and planning activities for the Association's Annual Meeting including the program for the Association, approving the annual budget, approving changes in the constitution and bylaws, and discussing such other matters of business that need to be addressed at that time. The second meeting shall be held prior to the Annual Meeting of the Association for the purpose of finalizing program plans, acting upon proposed changes in the constitution and bylaws, and conducting such other business as the President or other members of the Board may deem necessary.

ARTICLE VI

NOMINATION AND ELECTION OF OFFICERS AND DIRECTORS

Section 1.a. A slate of nominees for Officers and Directors to be elected at the Annual Meeting of the Association will be named by a committee appointed by the President and composed of equal representation from each of the constituent states.

b. Nominations for any position may be made to the committee by any active member of the Association, provided that the member secures (1) the written permission of the nominee and (2) the signatures of four other active members endorsing the nomination. The committee shall establish and announce a deadline for receiving nominations.

Section 2. The nominating committee shall announce the nominations for all positions, direct the preparation of ballots, and conduct the election. The President will announce the results of the election at the business session of the Annual Meeting of the Association.

Section 3. The elective Officers and Directors of the Association shall be named by secret ballot of the members attending and voting at the business session of the Annual Meeting of the Association. A majority of the votes cast shall be required to elect Officers and Directors except for the Directors elected at large. A plurality of the votes cast on ballots for Directors elected at large shall be required for election.

Section 4. Each Director representing a constituent state shall be elected by the members of the Association who are from the state represented by the respective Director.

ARTICLE VII

MEETINGS OF THE ASSOCIATION

The Association shall hold an annual meeting at such time and place as is designated by the Board of the Association.

ARTICLE VIII

BYLAWS

The Association may adopt such Bylaws as are necessary for its operation by a majority of the active members present and voting at any Annual Meeting of the Association. Such Bylaws shall not be in conflict with the provisions of this constitution. Bylaws or their modification may

be proposed by an active member of the Board of Directors or any active member of the Association.

ARTICLE IX

AFFILIATIONS

A state research association whose members are desirous of promoting the purpose of this Association and sharing in its work may become affiliated with this organization as provided in the Bylaws.

ARTICLE X

AUTHORITY FOR CONDUCTING MEETINGS

Section 1. Robert's Rules of Order shall serve as the guide to be followed in conducting all regular and special meetings of the Association and the Board of the Association. At the beginning of each session, the President will name a parliamentarian to advise on all parliamentary questions during the meeting.

Section 2. This constitution shall go into effect immediately upon acceptance by a three-fourths majority vote of the members of the Board of the Association attending and voting at a regular Board meeting and by a three-fourths majority vote of the members attending and voting at a regular meeting of the Association.

ARTICLE XI

AMENDMENTS

Section 1. This constitution may be amended at any time by written recommendations of any active member, provided that (1) the member secures signatures of four other members to the proposed amendment, (2) the member submits this petition to the Board of the Association for action no less than six months prior to the Annual Meeting of the Association, (3) the amendment is approved by a two-thirds majority vote at a minimum of two meetings of the Board, and (4) the amendment is approved by a two-thirds majority vote of the active members attending and voting at the Annual Meeting of the Association.

Section 2. The activities of the Association shall be regulated by the Bylaws. These may be amended at any Annual Meeting by a majority vote of those present and voting, provided that written notification of the prospective amendment has been given to the members prior to the Annual Meeting.

BYLAWS

ARTICLE I

CONSTITUENT STATES OF THE ASSOCIATION

The constituent States of the Association include Alabama, Arkansas, Kentucky, Louisiana, Mississippi, and Tennessee.

ARTICLE II

DUTIES OF THE OFFICERS AND DIRECTORS OF THE ASSOCIATION

Section 1.a. The President shall preside at all regular and special meetings of the Association and all regular and special meetings of the Board, or shall designate an individual to assume this responsibility.

b. The President shall ensure the coordination of all activities of the Association through cooperative efforts with the Executive Secretary, shall represent the Association at all regular and special functions, shall speak for the Association at all times while serving as President, and shall prepare the annual budget.

c. The President shall appoint committees of the Association as necessary to perform specific responsibilities with the chair of each committee serving as a non-voting representative to the Board.

d. The President shall appoint editors for the Proceedings of the Annual Meeting and any periodic publications of the Association with each editor serving as a non-voting representative to the Board.

Section 2.a. The Vice-President/President-Elect shall assist the President at all times. In the case of the resignation or incapacity of the President, the Vice-President/President-Elect shall assume the office of President and complete the unexpired term. In such case, the Vice-President/President-Elect shall also serve the subsequent full term as President that would have accrued by succession to the office.

b. The Vice-President/President-Elect shall be responsible for the preparation and dissemination of current revisions and additions to the Operations Manuals of the Association. These materials shall be distributed at biannual meetings of the Board and the committee chairpersons as appropriate.

Section 3.a. The Secretary-Treasurer shall conduct the correspondence for the Association, keep minutes and records for all regular and special meetings of the Association, keep minutes and records for all meetings of the Board, keep account of and report all monies received, write checks as authorized by the Board, and supervise registration at the Association's Annual Meeting.

b. The Secretary-Treasurer shall prepare and distribute minutes to the Board Members for any regular and special meetings within six weeks after the conclusion of each meeting. Unless there is written notice from any Board Member within four weeks after the distribution of the minutes concerning errors in the minutes, these shall become the official record of the proceedings of the meeting upon approval by the Executive Committee of the Board.

c. The Secretary-Treasurer shall prepare and submit the books of the Association for an annual audit to be conducted after the close of the business year by an active member, other than the incoming or outgoing Secretary-Treasurer, appointed by the incoming President.

Section 4. The Directors elected at large shall attend all regular and special business meetings of the Board, stimulate interest in the membership of the Association and perform such responsibilities as are designated by the President.

Section 5. The Directors who represent the elementary-secondary schools and the State Departments of Education shall attend all regular and special meetings of the Board, coordinate activities within these groups, actively solicit memberships in the Association from their respective groups, and perform such responsibilities as are designated by the President.

Section 6. The Directors who represent the various states shall attend all regular and special meetings of the Board, solicit memberships in the Association from their states, and perform such responsibilities as are designated by the President.

Section 7.a. The Executive Secretary shall be responsible for coordinating the work of the Association and serving as advisor in all activities of the Association.

b. The Executive Secretary shall provide liaison with other professional organizations and entities on behalf of the Association.

c. The Executive Secretary shall provide a repository of historical documents and records of the Association.

d. The Executive Secretary shall maintain a current compilation of the policies and procedures approved by the Board.

e. The Executive Secretary shall maintain records of membership for the Association.

f. The Executive Secretary shall perform business and communication functions of the association as directed by the Board.

Section 8.a. The Executive Committee of the Board will meet on call of the President of the Association. The committee shall have general supervision of the affairs of the Association between meetings of the Board, shall make recommendations to the Board on any matters affecting the Association, and shall perform such other duties as the Board may assign to the Executive Committee.

b. Notice of all meetings of the Executive Committee and actions taken at these meetings shall be reported promptly to the entire membership of the Board. Actions of the Executive Committee shall be in conformity with these Bylaws and shall be subject to approval of the Board at its next meeting.

ARTICLE III

MEMBERSHIP DUES AND OTHER FEES

The Board of Directors has the authority during any budget year to establish the annual dues and also fees effective the subsequent year.

ARTICLE IV

BOARD OF DIRECTORS

The absence of a Board Member from two meetings during a term of office shall constitute grounds for declaring the office vacant. In such case, the Board shall determine the reasonableness of the absences. If the Board deems that the absences are without merit, it shall declare the office vacant. In the case of an elective office except for the office of Vice-President/President-Elect, the successor to fill the vacancy shall be named by a majority vote of the Board of the Association.

ARTICLE V

AFFILIATION WITH THE ASSOCIATION BY STATE RESEARCH ASSOCIATIONS

Section 1. The Association may establish affiliate relationships with state research associations in the Association's region that promote the purposes of the Association.

Section 2.a. The Association shall act on a request for affiliation by a state research association upon the submission to the President of the Association of a petition requesting affiliation which has been approved by the membership of the state research association and a copy of the constitution and bylaws of the state research association.

b. The establishment of an affiliate relationship between the Association and a state research association must be approved by a majority vote of the members of the Board of the Association attending and voting at a Board meeting and a majority vote of the members of the Association attending and voting at the Annual Meeting of the Association.

Section 3.a. The affiliate relationship between the Association and a state research association shall have as a provision that each organization may appoint a non-voting representative to serve on the board of its affiliate organization. The appointment of the Association's representative to an affiliated state research association shall be made by the President. The appointment of the state research association representative to the Board of the Association shall be made in the manner prescribed by the state research association.

b. The Association and an affiliated state research association shall advise their members of the activities of both organizations. Each organization shall encourage membership and participation in the other organization by persons from the state served by the state research association.

c. The Association and an affiliated state research association shall advise their members of the activities of both organizations. Each organization shall encourage membership and participation in the other organizations by persons from the state served by the state research association.

d. The Association and an affiliated state research association may cite their affiliation with each other where appropriate and desirable. The Association shall be identified as the senior organization because of its multi-state, regional scope.

e. The affiliation between the Association and a state research association shall not infringe upon the automony of either organization nor cause either organization to incur any responsibility for the financial obligations of the other organization.

f. The affiliation between the Association and a state research association may be terminated at any time by the decision of either organization. The decision by the Association to terminate the affiliation with a state research association must be approved by a majority vote of the members of the Board attending and voting at a Board meeting and a majority vote of the members of the Association attending and voting at the Annual Meeting of the Association.

g. Membership of an individual in either the Association or an affiliated state research association shall not constitute nor imply membership in the other organization.

ARTICLE VI

ARCHIVES OF THE ASSOCIATION

Section 1. The Board of the Association may designate one or more educational agencies and/or institutions to serve as official archives of the Association.

Section 2.a. The establishment of archives for the Association shall require approval by a majority vote of the members attending and voting at any regular Board meeting.

b. Archives shall be established by entering into a formal agreement between the Association and an educational agency or institution that includes specifications of the materials to be placed in the archives, the operational procedures for maintaining the archives, the services to be provided for users, and other matters as determined by the Board and the agency or institution.

c. Any educational agency or institution that maintains archives for the Association shall be located within the Association's region.

Section 3.a. An educational agency or institution that maintains archives of the Association shall comply fully with the specifications in the agreement with the Association. Failure to comply with these specifications will constitute cause for termination of the agreement by the Association.

b. The archives must be organized and maintained in such manner that the contents are readily identifiable, accessible, and retrievable to serve users.

c. A report on the status and operation of the archives shall be made at least annually to the Board by the agency or institution that maintains archives of the Association.

Section 4.a. The agreement between the Association and an educational agency or institution that maintains archives for the Association may be terminated by a decision of either party.

b. A decision by the Board of the Association to terminate such an agreement must be approved by a majority vote of the members attending and voting at any regular Board meeting.

c. Written notification of termination by either party shall be given to the other party and must include a delineation of the reason for the decision.

PAST PRESIDENTS OF MSERA
AND
AWARD WINNERS

PAST PRESIDENTS OF MSERA

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1991..... Gypsy Abbott Clayton

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1988.....Carolyn Williams

1987.....William Deaton

1986.....John Thornell

1985.....Carolyn Reeves-Kazelskis

1984.....Robert Rasmussen

1983.....Ronald Adams

1982.....James E. McLean

1981..... Neil Amos

1980.....Harry L. Bowman

1979..... Bob Bills

1978.....Charles Babb

1977.....Doug McDonald

1976.....Virginia Horns-Marsh

1975.....Fred K. Bellott

1974..... George Gaines

1973.....Walter Matthews

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1989.....Jeffrey Gorrell

1988.....James E. McLean and Alan S. Kaufman

1987.....Larry Webber, Bruce Thompson, and Gerald S. Berenson

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1983.....James M. Prater, Jr.

1982.....Debra Joyce Steele

1981.....Linda Newby

1980.....Ruth Bragman

1979.....Charles E. Standifer and Ernest G. Maples

1978.....Robert E. Bills

1977.....Robert H. Bradley and Bettye M. Caldwell

HERBERT HANDLEY DISSERTATION/THESIS AWARD AND HARRY L. BOWMAN SERVICE AWARD WINNERS

Herbert Handley Dissertation/Thesis Award

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1992.....Michele G. Jarrell

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1990.....Kevin Hughes

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1988.....Soo-Back Moon

1987.....M. Nan Lintz

1986.....Esther M. Howard

1985.....Anne Hess

Harry L. Bowman Service Award

1993.....Judith A. Boser

1992.....Harry L. Bowman

MSERA Archives

Papers presented at the Annual Meeting of the Mid-South Educational Research Association are filed in the MSERA Archives at the Mitchell Memorial Library at Mississippi State University. Copies of papers may be obtained subsequently for a nominal fee by calling the Special Collections Room at the library at (601) 325-7680.

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